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STATE NORMAL SCHOOL

BULLETIN

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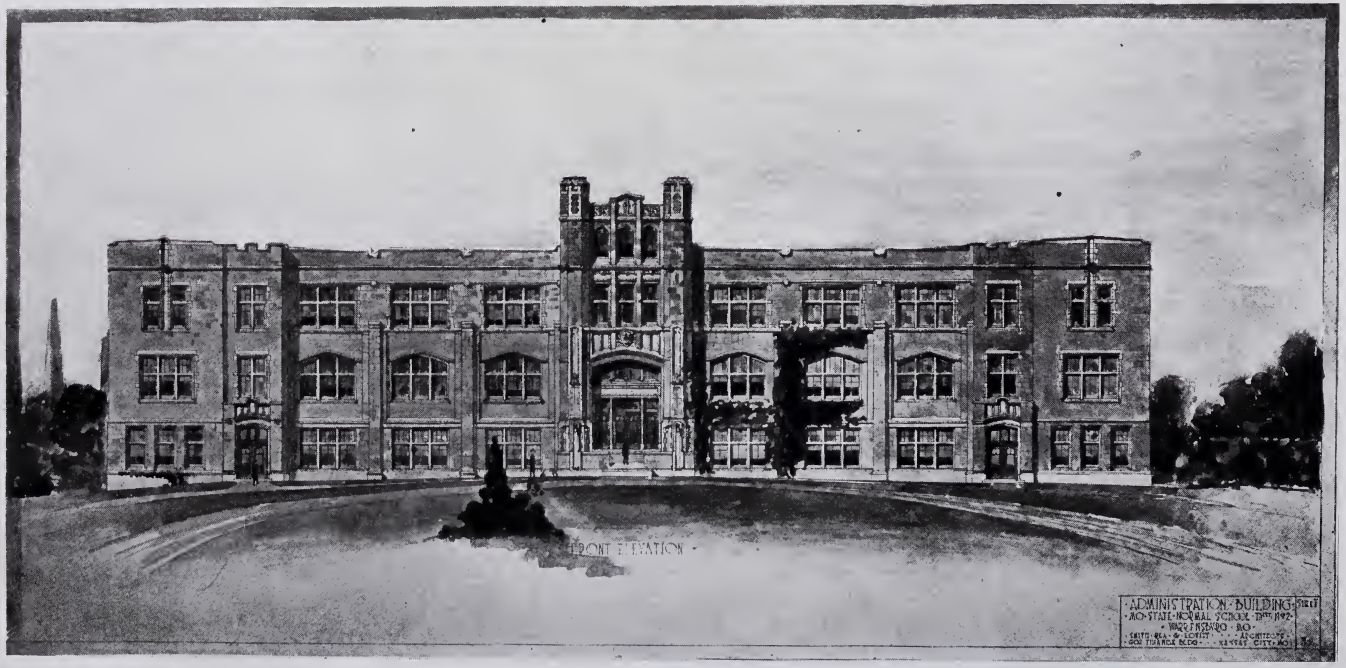
AUG 17 1917

SECOND DISTRICT

WARRENSBURG, MISSOURI

1916-1917



New Administration Building

VOL. XVII JULY, 1916 NUMBER 1

BULLETIN

AND

FORTY-SIXTH ANNUAL CATALOG

OF THE

STATE NORMAL SCHOOL

SECOND DISTRICT OF MISSOURI

Established by an Act of the General Assembly, 1871
Organized May 10, 1871

1916-1917

Published by
THE STATE NORMAL SCHOOL
ISSUED QUARTERLY

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SUGGESTIONS FOR CLASSIFICATION

Students are expected to familiarize themselves with the Normal School requirements including those for graduation, and they are primarily responsible for arranging their courses of study so as to meet the requirements.

In order to do this intelligently, this *catalog should be studied carefully.* If any of the requirements are not understood, the student should consult the Dean of the Faculty, or his own faculty advisor. In the case of specializing students, the Head of the Department in which the student specializes is the direct advisor of the student.

While the student is responsible, yet the Normal School authorities are anxious to assist him in every possible way to understand the requirements and to plan his work. See page 42.

CALENDAR FOR 1916-1917

1916

JANUARY

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1917

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BOARD OF REGENTS

Hon. H. A. Gass, State Superintendent of Public Schools, Ex Officio.

Term Expires January, 1917.

N. M. Bradley ..... Warrensburg
G. M. Foster ..... Warrensburg

Term Expires January, 1919.

C. A. Keith ..... Lexington
W. L. P. Burney ..... Harrisonville

Term Expires January, 1921.

W. F. Quigley ..... Tipton
J. L. SPILLERS ..... Otterville

OFFICERS

Charles A. Keith ..... President of Board of Regents
W. F. Quigley ..... Vice-President of Board of Regents
N. M. Bradley ..... Secretary of Board of Regents
Marcus Youngs ..... Treasurer of Board of Regents
E. L. Hendricks ..... President of School

NORMAL SCHOOL CALENDAR

Fall term begins.....Tuesday, September 12, 1916
Fall term ends.....Wednesday, November 29, 1916
Winter term begins.....Monday, December 4, 1916
Winter term ends.....Friday, March 2, 1917
Spring term begins.....Monday, March 5, 1917
Spring term ends.....Thursday, May 24, 1917
Summer term begins.....Tuesday, May 29, 1917
Summer term ends.....Friday, August 3, 1917

HOLIDAYS

Thanksgiving recess.....November 29 to December 4, 1916
Christmas vacation.....December 21 to January 2, 1917
Easter Sunday.....April 8, 1917

NORMAL SCHOOL DISTRICT EVENTS

Inter-High School Scholarship Contest.....April 12, 1917
Inter-High School Declamatory Contest.....April 13, 1917
Inter-High School Latin Contest.....April 14, 1917
Inter-High School Track and Field Meet.....April 14, 1917

COMMENCEMENT EXERCISES

Annual Sermon.....Sunday evening, May 20, 1917
Class Day Exercises.....Tuesday, May 22, 1917
Alumni Class Day Exercises and Reunion.....Wednesday, May 23, 1917
Commencement.....Thursday, May 24, 1917

FACULTY

E. L. HENDRICKS, President of Faculty, A.B., A.M., LL.D.
C. A. PHILLIPS, A.M., Dean of the Faculty.
ALMEDA MAY JANNEY, Dean of Women,
Graduate State Normal School, Ypsilanti, Mich.; A.B., University of Michigan; A.M., Columbia University, New York.

AGRICULTURE

HARRY A. PHILLIPS,

Professor of Agriculture and Geography.

B.S., A.B., University of Missouri; graduate work in Manhattan Agricultural College and Cornell University.

AUDREY E. DAVIDSON,

Associate Professor in Agriculture.

B.S., Kansas State Agricultural College.

JOHN H. GEHRS,

Associate Professor in Agriculture.

B.S., University of Missouri; M.S., University of Wisconsin.

BIOLOGY

G. W. STEVENS,

Professor of Biology.

A.B., University of Kansas; Ph.D., Harvard University.

CHEMISTRY, PHYSIOLOGY AND HYGIENE

FRANCIS M. WALTERS,

Professor of Chemistry and Physiology.

A.M., University of Indiana; graduate student in University of Chicago.

EARL FOSTER,

Assistant Professor in Chemistry and Physics.

Graduate of Warrensburg State Normal; student in University of Chicago, 1914-'15.

ECONOMICS

WALTER E. MORROW,

Professor of Economics.

A.B., Warrensburg State Normal School. Graduate student in Peabody College.

EDUCATION

C. A. PHILLIPS,

Professor of Education and Dean of Faculty.

A.M., University of Chicago; Fellow in University of Chicago, 1909-10; additional graduate work in Harvard University.

C. A. McPHEETERS,

Associate Professor of Eduaction.

A.M., Westminster College; graduate student University of Leipzig, and University of Chicago.

C. B. HUDSON,

Associate Professor of Education.

B.S., A.B., University of Missouri; graduate work in University of Chicago.

PAULINE A. HUMPHREYS,

Assistant in Education.

Ph.B., University of Chicago.

ENGLISH LANGUAGE AND LITERATURE

VINCIL C. COULTER,

Professor of English.

A.M., Brown University; additional work in University of Chicago.

LUCY AUSTIN BALL,

Associate Professor of English.

A.M., Central College, Lexington, Mo.; Ph.B., University of Chicago.

C. F. MARTIN,

Associate Professor of English.

A.M., Brown University; graduate work in University of Chicago.

ANNA MARIE TODD,

Associate Professor of English.

Ph.B., University of Chicago.

W. W. PARKER,

Assistant in English.

A.M., Columbia University, New York; additional graduate work in Columbia University.

S. J. SKINNER,

Assistant in English.

A.B., A.M., University of Michigan.

FRENCH AND GERMAN

ANNIE GARDNER HARRIS,

Professor of French and German.

A.B., University of Kansas; graduate student University of Kansas.

HISTORY

C. H. McCLURE,

Professor of History.

A.M., University of Missouri.

LAURA L. RUNYON,

Associate Professor of History.

Ph.M., University of Chicago.

H. H. BASS,

Associate Professor of History.

M.Litt., University of Wisconsin; A.M., Harvard.

ALMEDA MAY JANNEY,

Associate Professor of History.

A.B., University of Michigan; A.M., Columbia University, New York.

LATIN

LURA L. LEMMON,

Professor of Latin.

A.B., University of Kansas.

MATHEMATICS

JAMES H. SCARBOROUGH,

Professor of Mathematics.

Ph.D., Vanderbilt University; graduate work at University of Chicago.

MARY ANNE KENNEDY,

Associate Professor of Mathematics.

Graduate State Normal School, Cortland, N. Y.; advanced work in Cornell University.

FRED W. URBAN,

Associate Professor of Mathematics.

A.B., University of Missouri; graduate work University of Missouri and University of Chicago.

PHYSICS

WILSON C. MORRIS,

Professor of Physics.

Ph.D., Illinois Wesleyan University; graduate student University of Chicago, 1905-06, and Cambridge University, England, 1908-09.

TRAINING SCHOOL

GEORGE R. CRISSMAN,

Superintendent of Training School.

A.B., University of Kansas; A.M., Columbia University; graduate work at Harvard, and University of Chicago.

EMMA ETTMUELLER,

Supervisor of English, German and History in High School.

B.S., A.B., University of Missouri; graduate work in University of Missouri.

MABEL M. RICHARDS,

Supervisor of Mathematics in the High School.

A.M., University of Missouri.

MABEL ARNETT,

Supervisor of Grammar Grades.

B.S., Columbia University, New York; graduate work Columbia University.

IDA M. BENNETT,

Supervisor of Intermediate Grades.

M.S., Columbia University, New York.

ROSE B. DENNIS,

Supervisor of Primary Department and Instructor in Primary Method.

Pd.M., Michigan State Normal School.

JULIA SCOTT,

Director of Kindergarten and Instructor in Kindergarten Theory.

Graduate of Kindergarten Normal, Galesburg, Illinois.

ELIZABETH BLYTHE,

Supervisor of Technical Subjects.

Graduate of Pratt Institute, Brooklyn, N. Y.

DEPARTMENT OF TECHNICAL SUBJECTS

COMMERCE

H. G. ELLIS,

Head of Department of Commerce.

Graduate of Cedar Rapids Business College; graduate student Cornell College.

DRAWING

ELIZABETH SHANNON,

Director of Drawing.

Graduate of Pratt Institute, Brooklyn, N. Y.

MAYME B. HARWOOD,

Associate Professor in Art.

Graduate of Pratt Institute, Brooklyn, N. Y.

HOME ECONOMICS

NINA STREETER,

Director of Home Economics.

A.B., B.S., in Home Economics, University of Michigan; graduate work University of Chicago and Columbia University, New York.

LETA ESTELLE HARSELL,

Assistant in Household Arts.

A.B., in Home Economics, University of Kansas.

INDUSTRIAL ARTS

AUGUST AHRENS,

Director of Industrial Arts.

Graduate of Pratt Institute; graduate student in Harvard University, Clark University and University of Illinois.

MUSIC

WM. SOLOMON,

Director of Music.

Student, Tonic-Sol-Fa College, London; graduate New School of Methods, Chicago.

CLARA HINDSELL,

Instructor in Public School Music and Piano.

Graduate of Bethany College, Lindsborg, Kansas, and American Conservatory, Chicago.

R. J. MEYER,

Instructor in Theory and Director of Band.

B.M., Strong's College of Music.

PHYSICAL EDUCATION

FORREST C. ALLEN,

Professor of Physical Education.

D.O., Central College of Osteopathy; student University of Kansas.

BERNICE VEITCH,

Instructor of Physical Education for Women.

B.A., North Dakota University; graduate New Haven School of Gymnastics; graduate student Columbia University, New York.

LIBRARY

LEESON HAY COOK,

Librarian.

Ph.B., University of Chicago; graduate library work University of Illinois.

EFFIE M. SHRYOCK,

Assistant Librarian.

Graduate Indiana Library School.

ALDA CECIL,

Assistant Librarian

EXTENSION WORK

J. T. MURPHY, Director.

OTHER OFFICERS

G. E. HOOVER,

Registrar.

MINNIE B. JAMES,
Secretary to President.

LAURA L. RUNYON,
Secretary to Faculty.

J. L. DES COMBES,
Superintendent of Buildings, Grounds, Heating and Janitor Service.

FACULTY COMMITTEES

The first person named on each committee is chairman and the President of the Faculty is *ex officio* member of each committee.

Standing and Classification:

C. A. Phillips, McClure, Scarborough, Crissman, Coulter, Lemmon, Harris, Morrow, H. A. Phillips, Janney, Stevens, Streeter.

Certification and Graduation:

Hendricks, Coulter, Kennedy, C. A. Phillips, Shannon, Todd.

Alumni and History of School:

H. A. Phillips, Harris, Kennedy, Harwood.

Athletics:

Allen, Morrow, Parker, Foster.

Chapel Exercises:

Morrow, Walters, Solomon.

Care of Buildings and Grounds:

Ahrens, Walters, Davidson.

Debate:

Coulter, Skinner, Martin, Runyon, Morrow, Parker.

Discipline:

Morris, Janney, Scarborough, McClure.

Catalog and Reports:

Morris, Runyon, Coulter, Crissman.

Recommendations and Positions:

McClure, C. A. Phillips, Crissman.

Statistics:

McPheeters, Humphrey, Kennedy, Foster.

Correspondence Courses:

Harris, Hudson, Walker, Lemmon.

Lecture Course and Entertainment:

Urban, Coulter, Shannon, Bass, Todd, Janney.

Social Welfare Committee:

Janney, Kennedy, Todd, Ball, Runyon, Streeter.

Committee on Course of Study:

Crissman, C. A. Phillips, Coulter, Morris, Scarborough.

DUTIES AND POWERS OF OFFICIALS AND COMMITTEES

SUSTAINING DIRECT RELATIONS TO STUDENTS.

Dean of Faculty

The Dean of the Faculty is the acting head of the school in the absence of the President. He supervises classification, evaluates entrance credit, ascertains the standing of candidates for any certificate or degree, and presents all irregular or questionable cases to the proper committee for adjudication. Inquiry concerning credit should be addressed to him.

Dean of Women

The Dean of Women concerns herself with student life outside of, as well as in, the classroom. This includes social life, health, rooming and boarding places, self-help, and other forms of student welfare.

Standing and Classification

1. This committee shall determine the value of any work done in other schools or of any work not specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.
2. It shall furnish to the recording official a statement of credits allowed, and provide for entrance examinations.
3. It shall prepare the daily programs for each quarter.
4. It shall enroll and classify all students.
5. It shall see that a full and correct roll of students be kept in the office of the Registrar.
6. It shall see that the grades made by students each quarter are duly reported to the recording official.

Certification and Graduation

1. It shall collect each quarter a list of names of students applying for certificates or for graduation, and ascertain whether such applicants have complied with the required conditions.
2. It shall see that certificates and diplomas are provided, filled out and signed for all fully accredited applicants.
3. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.
4. It shall have general supervision of graduation exercises and the arrangement of the program, and the selection of class speakers must have its approval.

Athletics

1. This committee shall have general supervision over all athletic games, exhibitions and contests, and shall have control over the arrangements for such games, exhibitions and contests with other schools or associations.

2. It shall decide what candidates shall be eligible for membership on teams or for admission to athletic games, exhibitions and contests and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

Debate

1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamations, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this committee.

Discipline

1. This committee shall have charge of the general discipline of the school, including the order of the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline and may inflict punishment to the extent of limited suspension from the school.

3. It shall investigate and report upon all cases requiring faculty action.

Lectures and Entertainment

1. The committee shall select and contract for all lectures and entertainments for the regular Normal Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulation before they shall be permitted to take place in the chapel.

3. All entertainments that are to take place in the chapel must be scheduled by this committee.

Course of Study

This committee has under consideration the constant adaptation of the course of study to changing social conditions.

Social Welfare

This committee has general supervision of the social activities of the school and school organizations.

Recommendations and Positions

This committee assists graduates and qualified students to secure positions to teach, and aids school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

It seeks to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

School officers are cordially invited to visit the Normal School to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from boards, principals and superintendents in regard to vacancies and teachers. This information will be treated in full confidence, and all possible assistance will be gladly given.

While the chief work of the committee is to help the students who are in attendance, yet it will be the purpose to lend assistance to graduates and former students in securing more satisfactory positions. To this end the full co-operation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to the Committee on Recommendations and Positions.

STATE NORMAL SCHOOL, SECOND DISTRICT

HISTORICAL

The Second Normal School District was established by act of the General Assembly, approved March 20, 1870. The commission appointed by the Governor of the State to locate the school selected Warrensburg, the county seat of Johnson county, April 27, 1871. In consideration of such selection, Warrensburg and Johnson county voted municipal and county bonds to the amount of one hundred and seventy-three thousand dollars, the proceeds from the sale of said bonds to be used in the erection of a Normal School building.

Immediately following the location of the school, a Board of Regents was appointed by the Governor. This Board at once elected a faculty, consisting of Dr. George P. Beard, president; Prof. E. A. Angel and Miss Lucy Jane Maltby, instructors, and on May 10, 1871, the school was formally opened in a rented building with thirty students in attendance.

During the first ten years the school labored under tremendous difficulties. The meager appropriations made by the Legislature were wholly inadequate for the completion and proper equipment of the building and for the employment of the needed corps of teachers; also, an interest in the school and its special function of training teachers had to be aroused and its existence justified in the minds of many persons. Yet, in spite of these difficulties, there was an average annual attendance of 381 students during the first decade of its existence—1871 to 1881.

During the decade 1881 to 1891 the average annual enrollment was 542, and for the period from 1891 to 1901 the average annual attendance grew to 866. Average 1901-11, 1,460. This gratifying growth continues unabated, the number enrolled for the current year 1915-16 being 1,848, exclusive of students in the Training School. Probably no other Normal School in the country has had a steadier or more substantial growth and development.

The Faculty has grown from three members, constituting the first organization, to fifty-three members, the number employed for the next scholastic year. Of this number none are substitutes

or student teachers, but all are men and women whose scholarship and experience especially fit them for the work for which they have been employed.

As a result of the forty-five years' labor of this institution, 6,723 men and women have been licensed to teach in the public schools of Missouri. Of this number, 3,930 have received the Regents' Certificate, a two years' license to teach in Missouri; 2,627 have received diplomas which give a life license to teach in the public schools of Missouri, and 166 have received the Rural School Certificate.

The influence of the school on the educational progress of the state and its work in developing the type of citizenship that makes the Missouri of today a rich and prosperous commonwealth cannot, of course, be definitely estimated, but that it has been a potent factor is beyond question.

BUILDINGS

The corner stone of the main building, 160 by 80 feet, three stories high, was laid August 16, 1871, and in June, 1872, the first story was completed and ready for occupancy. But the building, as at first projected, was not completed until the summer of 1881.

During the years 1885 to 1886 a wing 66x116 feet was erected south of the center of the main building, and connected with it by a short corridor. This improvement provided greatly increased accommodations for the Training School Department and added six large rooms, two cloakrooms and an auditorium to the Normal Department. The General Assembly, in 1895, made an appropriation of $30,000 for the erection of a Science Building.

The General Assembly of 1903 made an appropriation for a gymnasium. The Board of Regents erected a thoroughly modern building of the famous Johnson county sandstone. It contains a gymnasium especially equipped for women and another for men, occupying an entire floor. Also a bowling alley, locker rooms, bathrooms, Y. M. C. A. and Y. W. C. A. halls, offices and physical testing rooms for physical directors, and rooms for literary societies.

An additional appropriation was made by the same General Assembly of $22,000 for the erection of a new heating plant, with a second story, for the Manual Training Department. Five rooms of the building have been equipped and devoted to the use of that department.

The General Assembly, in 1907, again came to the aid of the school with an appropriation for a Training School building. It was built of native sandstone, directly south of the main group of buildings and connected by a corridor.

All the above buildings except the Gymnasium and the Power Plant were destroyed by fire on the morning of March 6, 1915.

In the face of this calamity the friends of the school thruout the state rallied nobly, the student body, with unfaltering faith and loyalty, stood like a stone wall, and the citizens of Warrensburg responded in that spirit of high courage for which they are noted. Temporary quarters were provided for all classes, needed equipment was ordered by wire; and on Monday morning, March 8, school opened on the regular schedule.

The Legislature, which was at that time in session, in response to a special message from the Governor, met the emergency in true Missouri style by appropriating $250,000 for immediate building purposes.

Plans were accepted by the Board of Regents for a complete new plant, made up of separate fireproof buildings. Three buildings, a Training School, a Science Hall and a large main building, (Administration Building) were started at once. The Training School building was occupied in February. Science Hall is now (July 20, 1916) completed; and the Administration Building is being pushed as rapidly as possible.

Thus out of our misfortune is rising a greater and better school plant; and the students of the future will be better provided with working room and equipment than were those of the past.

TRAINING SCHOOL BUILDING

This is one of the most beautiful and serviceable school buildings in the state. It is concrete throughout and hence fireproof. It is heated by steam and has forced fan ventilation. The temperature and humidity are regulated automatically. The floors in the classrooms are of hard wood; the blackboards are of slate; and there are sanitary drinking fountains on each floor. There are library cases and special supply rooms for each department and movable furniture throughout.

The Training School, the Art Department, part of the History and the Library are now housed in this Building. This gives these departments pleasant and convenient quarters.

SCIENCE HALL

The new Science Hall will be ready for occupancy July 20, 1916. The completion of this building means that all classes will have comfortable and convenient recitation rooms and laboratories on the campus.

This building, like the new Training School, incorporates the best that is known to modern school architecture in construction, heating, lighting and ventilation. It is a full three-story building, 107x66 feet.

After the completion of the Administration Building, Science Hall will be given exclusively to Agriculture, Physical and Biological Science and Home Economics. Until the completion of the Administration Building, the departments which will later occupy this building will be comfortably housed in the Gymnasium, the Training School Building and Science Hall.

THE MAIN BUILDING

The main building will be ready for use within the year. This third building to be erected is 218 feet in length and is three stories high. The base is built of Carthage limestone and the walls of Warrensburg sandstone. The main entrance and corridor will be of marble and the entire building equipped with modern conveniences. The fan system of heating and ventilating, vacuum cleaner, etc., will be installed. The building will be occupied by the administrative offices, the academic departments, and, temporarily, by the Library. The literary societies will have commodious quarters in this building.

LOCATION

The fact that for forty-five years Warrensburg has been one of the active educational centers of the state has not been without influence upon the town, and the intellectual atmosphere is that which characterizes our best college towns, the school being easily the central interest of the community. Warrensburg is a town of homes, and the citizens are in every way hospitable toward the student body. Most students board under home influences and enjoy home conveniences. The churches welcome students as an actual force in their services, and a large per cent of the faculty and student body are engaged in religious work.

Students on Lake Cena, Pertle Springs

Pertle Springs, one of the well-known summer resorts in the state, is but one mile from the campus. A great number of religious, political and social conventions and meetings occur here each year, and afford the students opportunities, especially in the summer time, to hear distinguished speakers, that otherwise they would in all probability never hear.

PURPOSE OF THE SCHOOL

It is axiomatic that a just and efficient government must be controlled and administered by the educated; hence the genius of our government implies an educated citizenship. Missouri, in common with most of the American states, realized, practically from its founding, the necessity of an educated citizenship. This attitude of the state towards the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. The State of Missouri does this through its public Normal Schools, whose function is the education and preparation of teachers for the schools of the state. The Revised Statutes of 1899 declare the Normal Schools to be established to fit young men and young women to be "competent teachers in the public schools of the state." In the same statutes the public schools of the state are defined to be elementary schools and high schools, and provision is made for the support and control of the one class of schools as much as the other; so it is incumbent upon the Normal School to provide education and training of teachers for both classes of schools.

It has been correctly said, "The State Normal School is not an institution for general culture for its own sake; it is a special school—a professional school. Its purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of the state." A Normal School being characteristically professional, the dominant interest centers in that training which the school affords to those preparing to be teachers. This school is especially organized for professional work in its departments of Psychology, Pedagogy and the Training School.

The Training School applies the professional knowledge of the departments of Psychology and Pedagogy in actual teaching by the students in the Kindergarten, the Elementary School and

the High School. These three departments constitute the three divisions of the continuous process in the professional preparation of a teacher.

Academic and technical preparation must of necessity proceed along with or before professional instruction. The academic instruction of a Normal School must be exact, thorough, broad. The student of a Normal School is thoroughly grounded in the subjects he is to teach, and more, his courses must extend beyond public school subjects, to give the broader outlook for sources of material and clearer insight into methods and means of investigation. With the claims now made upon the schools for industrial and vocational instruction, the Normal Schools cannot be less exacting or extensive in the study of the special or technical subjects. In all departments of instruction this school does not lose sight of the fact that it is a professional school—that its work is that of training teachers. The attitude of the teacher to subject-matter is not forgotten. The student is constantly made to realize that the methods of acquiring knowledge is of importance as well as the plans for imparting information.

It is believed that in following the plans thus set forth this school can hope for a reasonable success in carrying out the purpose of a State Normal School—that of fitting "young men and young women to be competent teachers in the public schools of the state."

THE GOVERNMENT OF THE SCHOOL

In the government of the school the largest liberty consistent with good work and order is allowed. The disciplinary power of the institution is brought to bear upon the student only to bring him to a rational understanding of freedom and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as becomes a lady or a gentleman, or who is found not to be adapted to school work for other reasons, to withdraw from the institution.

DEPARTMENTS OF TECHNICAL SUBJECTS

These departments are Commerce, Fine Arts, Home Economics, Industrial Arts, Music, Physical Education. Each department is provided with special apparatus needed for its work.

STUDENT ORGANIZATIONS

All these organizations, as the name implies, are managed and directed by the students, and have for their purpose the acquiring of knowledge and skill in directing organized efforts and in doing things that have real educative value. Faculty assistance and direction is reduced to a minimum.

THE LITERARY SOCIETIES

The Literary Societies—six in number—the Athenian, the Baconian and the Irving for young men; the Campbell, the Osborne and the Periclean for young women—are under the general control of the faculty and the immediate supervision of patrons appointed by the President.

Each society holds its regular meetings during the school year once a week, at which times programs are rendered, consisting of readings, declamations, essays, orations, debates, songs, choruses, etc. Here the students are able to secure practical drills in public deportment and address. The patrons from the faculty assist the several societies at different times and offer criticism on the programs. In addition to this, during the year contests in oratory, debate and declamation are held between the several societies of the school, and between the different schools of this and other states. All contests of this nature are under the control and supervision of the Faculty Committee of Debate.

In the inter-society contests for 1915-16 the following were the successful contestants: In boys' debate, first, W. C. Fowler (Irving); second, Anthony Willibrand (Athenian).

In girls' debate, first, Kathryn Sombart (Osborne); second, Mary J. Carmichael (Periclean).

In oratory, first, Leonard Waterhouse (Irving); second, Hubert Lauf (Athenian).

In declamation, first, for girls, Kathryn Sombart (Osborne); for boys, Gail Shikles (Irving).

The splendid school spirit that is engendered in the students through the societies, and the culture that comes to them through associations and contact with the best minds in the student body, are beyond calculation.

THE CHRISTIAN ASSOCIATIONS.

The students maintain two religious organizations—the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional purposes, and occasional social gatherings. The associations are factors for good in the school and the students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

These organizations are affiliated with the national organizations with headquarters at New York City. The State Secretaries make at least one visit during the year and several delegates represent the organizations in the state meeting in October. There are, besides the officers of the student body, advisory boards composed of faculty members and residents of the town.

Y. W. C. A. HOUSE

This is a dormitory accommodating between fifty and sixty women. It is located at the corner of Holden and Madison streets, three and one-half blocks from the campus. Its modern conveniences consist in steam heat and electric lights in all rooms, and twelve bathrooms, from which hot and cold water may be had at all times. There is a laundry, equipped for the use of the girls, for a fee of twenty-five cents per month. The double parlors for the girls' use are on the first floor, and a nicely equipped study room on the second floor. Board and room range in price from $3.60 to $4.25 a week, depending upon the location of the room.

Two teachers will be in residence during the year. A chaperon will be in charge. The social activities of the house are directed by a house committee composed of students. Good form and studious atmosphere are the standards of the house.

Students who wish to live in the dormitory should write in advance to the faculty head of the house—Miss Pauline A. Humphreys.

CLUBS

The school has a number of organized clubs, the membership in which is voluntary. Their organization is encouraged for the opportunities they give for self-government and self-activity in

such lines as the students may have special interests. At the present time the following organizations are reported as having large, active memberships and doing successful work:

THE SCIENCE CLUB

The Science Club is to stimulate a more general interest in scientific work and to bring the student somewhat in touch with the method of scientific research. Membership is confined to students and teachers of the Science Departments. Meetings are held biweekly from September to June.

The several Service Departments are organized under a chairman for the purpose of securing efficiency in each department and unity of work in all.

THE DEBATE CLUB

The Debate Club is doing excellent work in assisting young men to develop their powers of argumentation and to think accurately and quickly on their feet in public places. The club works in harmony with the different societies of the school and stimulates and augments their work in debate. Much is expected of the club during the coming year.

THE DRAMATIC CLUB

Meetings of the Dramatic Club are held weekly, on Thursday afternoons, during the Fall and Winter quarters, at which times topics of interest to dramatic students and *resumes* of the most successful modern plays are presented.

Plays suitable for school purposes are "tried out," and interesting instructive discussions are carried on relative to the best methods of play production for social occasions. Members of the club enjoy the opportunity of appearing under competent direction, and in this way gain valuable knowledge of stage deportment.

THE SCHOOL ARTS CLUB

The School Arts Club was organized in October 1913.

The purpose of the club is to further the extension of the Fine and Applied Arts.

Students of the Fine, Household, and Industrial Arts Departments, and others particularly interested in Practical Arts, are eligible to membership.

MUSICAL ORGANIZATIONS

There are at this time several musical organizations in the School—a large chorus composed of young ladies and gentlemen, a girls' chorus, the Normal men's glee club, a band, an orchestra and a mandolin club. Students with the necessary qualifications are urged to become members of these organizations. Those having instruments are requested to bring them.

TENNIS CLUBS

On a well shaded portion of the campus are several tennis courts for the free use of the students. This most delightful and wholesome outdoor sport is growing more in popularity with the students each year. Two afternoons each week are set aside for the young ladies' classes in Physical Training. These classes are especially helpful to beginners in tennis.

The courts are under supervision of the Athletic Department.

ALUMNI ASSOCIATION

All full graduates are members of the Alumni Association. The membership is now 2627.

The supreme test of the value of a school to the commonwealth is the quality of its Alumni. Among our graduates are many who have attained distinction in the world of educators, and many who have achieved success in other lines. The graduates, in direct contact as they are with the larger thought, environments and ideals of the state, owe to their Alma Mater a contribution for her efforts for finer character, higher culture and larger citizenship. The Alumni Association should be and is a useful factor in the upbuilding of this Normal School.

The school is justly proud of the large number that either return from year to year to do graduate work, or enter the colleges and universities to do work for higher degrees; it indicates that the work and school life of this institution give a stimulus and educational momentum that is enduring.

The Association held its regular meeting Commencement Week. The spirit of loyalty and co-operation displayed at this meeting gives assurance of effective work by the members of the Association in behalf of their Alma Mater.

Officers for the ensuing year are as follows:

President . . . . . C. H. McClure
First Vice-President . . . . . Mrs. J. C. Fuller
Second Vice-President . . . . . Miss Frieda Gross
Secretary . . . . . Miss Annie Harris
Treasurer . . . . . Dr. E. H. Gilbert

MISCELLANEOUS INFORMATION

THE LECTURE COURSE

For a number of years this institution, through its Faculty Lecture Course and Entertainment Committee, has maintained a course each year of high-class lectures and entertainments. The committee has always sought to maintain a high standard of excellence by selecting for each course the highest quality of talent available on the American platform. The only motive in providing the lecture course is to offer the best educational influences to the students and the community. All surplus funds derived from the sale of tickets are expended in the improvement of the succeeding course, and in that way the course of each succeeding year has regularly become stronger. The course for 1916-17 numbers among its attractions several of the strongest musicians now before the public, such as J. Glenn Lee, tenor; Cyrena Van Gordon, contralto; Zoelner Quartet; Carrie Porter, soprano; Amy Emerson, violinist, etc.

INTER-HIGH SCHOOL LATIN CONTEST

Competitive Latin examinations will be held at 10 a. m., April 14, 1917. They are open to all students in the Second Normal District who are pursuing the most advanced courses offered in their respective schools. Free scholarships will be awarded to the winners as follows:

For one year Latin . . . . . 2 terms
2 years of Latin . . . . . 2 terms
3 years of Latin . . . . . 3 terms
4 years of Latin . . . . . 4 terms

Where Cicero and Vergil are alternated in the third year, this will be taken into consideration.

The successful contestants for 1916, named in order, were:

Stella B. Willett, Harrisonville . . . . . 4 years of Latin

Edna Fajeu, Cole Camp.....2 years of Latin
Mabel Burnell, High School, Consolidated
District No. 1, Cooper County.....1 year of Latin

INTER-HIGH SCHOOL DECLAMATORY CONTEST

At a meeting of the Board of Regents, 1909, three prizes, consisting of four, three and two terms' attendance at the Normal, free of all fees, were authorized to be awarded to Senior students of high schools in the Second Normal District winning first, second and third places in declamatory contests held annually in Normal Auditorium. Each school is permitted to send two contestants, one boy and one girl. The contests between boys are separate from contests between girls. These contests are under the management of the English Department.

The following were the successful contestants, 1916:

Girls: First place, Baxter Mann, Oak Grove; second place, Margery Byram, Harrisonville; third place, Jewell Pfost, Adrian.

Boys: First place, Paul Roberts, Harrisonville; second place, Gordon Hudelson, Adrian; third place, Alvin Trippe, Warsaw.

INTER-HIGH SCHOOL TRACK MEET

The Ninth Annual Inter-High School Track and Field Meet, combined with the Central Missouri Meet, and known as the Fifth Annual Inter-High School Track and Field Meet of the Warrensburg-Central Missouri Teachers' Association, was held on the Normal Field April 15, 1916.

Harrisonville won the meet with a total of thirty-two points and Slater was second with sixteen points. Slater won the Trophy Cup for the relay race.

The standing of the first three schools is as follows:

Harrisonville, 32; Slater, 16; Clinton, 12.

SCHOLARSHIPS

The Demand Scholarship in History: Friends of the late Professor H. D. Demand have contributed a memorial fund sufficient to pay the school fees of one student each year. Selection is made by the President and the Department of History, from Freshmen and Sophomores of the Advanced Normal School Course who are specializing in history.

Y. W. C. A. Scholarships: The Young Women's Christian Association, desiring to increase the educational advantages for young men and women whose moral and religious character as well as ability and attainment give promise of leadership, has established a scholarship fund which yields annually $240.00.

Applicants must have done at least one term's work in residence.

The scholarships will be awarded early in April and may be used any of the four quarters of the year beginning with the Summer quarter, following the award. Applications should be addressed to Miss Elizabeth Nickerson, President of Board of Advisors, Warrensburg, Missouri.

Warrensburg Commercial Club Scholarships: Two annual free scholarships have been established by the Commercial Club of Warrensburg, to be awarded to the girl and the boy graduating with the highest standing from the rural schools of Johnson county. These scholarships bear the name of the donors: the C. A. Shepard Scholarship for girls and the John Thrailkill Scholarship for boys.

D. A. R. Scholarship: The Warrensburg Chapter of the Daughters of the American Revolution offer a scholarship to the student graduating from the Warrensburg High School with the best record in History.

Women's Federated Clubs' Scholarship: This is a loan of money without interest to girls who have graduated from a High School. The recipient must have the endorsement of a federated woman's club.

Board of Regents' Scholarships: The Board of Regents awards in each High School of the District one scholarship each year to the graduate recommended by his teachers as the best prospective teacher. These scholarships give exemption from the incidental fees in the Normal School for a period of three terms.

Scholarships are also authorized by the Board of Regents for the winners in the Inter-High School Declamatory Contest and the Inter-High School Latin Contest. See pages 32 and 33.

OSBORNE-CAMPBELL MEMORIAL FUND

The Alumni Association in 1910 founded a Student Aid Fund, which is known as the Osborne-Campbell Memorial Fund. This fund is a memorial to Dr. George L. Osborne, who was for almost a quarter of a century President of this School, and to Professor J. J. Campbell, who worked in the School for twenty-five years as Professor of English. The noble lives of these men are a perpetual benefit to those who knew them; this fund is to keep them in the minds of those who come in later days.

In the past five years the fund has been the means of helping many students to remain in school at times when it was necessary to borrow money or leave school.

The fund is in the hands of the Board of Regents and will be loaned to worthy students in sums not greater than fifty dollars, for terms not exceeding two years, and at the interest rate of 3 per cent per year.

SCHOOL PUBLICATIONS

BULLETINS

The Institution issues four bulletins a year:
In July, the Annual Catalog.
In October, a Department Special.
In January, the Spring Term Special.
In April, the Summer School Special.

THE RHETOR

This is the Class Annual, and is issued by the Seniors in June of each year.

THE NORMAL STUDENT

A weekly paper edited by the class in Journalism.

TRAINING DEPARTMENT HIGH SCHOOL

It sometimes proves convenient for younger brothers or sisters of students who are in attendance in the Normal School to enroll in the Training School. Tuition is free and the equipment excellent. Pupils who have completed the rural school course, or

the work of the eighth grade, may enter the High School Department of the Training School. For information concerning the advantages offered in this department, write to the Superintendent of the Training School.

CORRESPONDENCE STUDY DEPARTMENT

The demand of students who are prepared and yet are unable to do residence work in school has led the Normal School to offer a limited number of courses by correspondence. As far as used, the plan has proved highly satisfactory. Not more than ten semester hours or two high school units may be completed in any school year. Students interested in doing a limited amount of work in this manner should address the Correspondence-study Department for circulars.

ENTRANCE REQUIREMENTS.

CONDITIONS OF ADMISSION

Scholarship—See general statements under Rural School Course and Advanced Normal School Courses.

Character—Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school attended, from a county commissioner or superintendent, or some other person of well known integrity, is sufficient.

Age—Applicants for admission to the Advanced Normal Courses must be sixteen years of age; to the Elementary Normal School Course, fifteen years of age.

Legal—In compliance with the laws of the state, every student on entrance is required to sign the following pledge to teach:

"I hereby declare that it is my intention to follow the business of teaching in the public schools of this state, and that I voluntarily enroll myself as a student in the State Normal School at Warrensburg for the purpose of preparing for that work."

ELEMENTARY SCHOOLS

Applicants holding the certificate of graduation from a rural school or a certificate of graduation from an elementary school or a county certificate will be granted entrance to the Elementary Normal School Courses.

ACCREDITED WORK

TEACHERS' READING CIRCLE

One-third of a unit credit is given to those who read the two books on elementary school for 1916-17 and successfully pass an examination on them under a County Superintendent at the regular March examination. The Normal School will furnish the questions and will examine the manuscripts.

HIGH SCHOOLS

Graduates of approved first class high schools who have met the minimum requirements as outlined by the State Superintendent will be granted unconditional entrance to any of the Advanced Normal School Courses.

Graduates of other classified high schools will be granted the rating made by the State Superintendent's reports.

No advanced standing of college rank shall be given for post graduate work in a high school unless such high school is properly equipped and definitely organized to do work of college rank.

Students coming from unclassified high schools and students claiming more credit than is recommended by the State Superintendent's rating shall be given examinations.

In no case shall entrance examinations be given for more than four units for each year spent in school.

The entrance examinations shall be given by a committee of the faculty.

The questions shall be set and the papers graded by the department in which the applicant seeks credit.

Entrance examinations shall be held not later than the first week of each term.

The examination questions shall be deposited with the chairman of the examining committee and kept on file. The examiner's reports and all certificates and documents pertaining to the entrance and advanced standing of each student shall be kept in a permanent file.

No credit by examination shall be given after a student has completed one year of work in the school, nor after an advanced course in the subject has been completed.

COLLEGES, NORMAL SCHOOLS, ETC.

Students from other Normal schools and colleges with membership in the Missouri College Union or *other institutions of similar grade* may receive full credit for work completed in these institutions.

Advanced standing may be given for college work completed in accredited junior colleges.

Credit from institutions other than those mentioned shall be given only on the basis of examinations.

Graduates of a college of the College Union and the School of Mines or colleges of equal rank may receive the Normal diploma upon the completion of 30 semester hours of college work. The work must include the required subjects in Education.

ADVANCED STANDING BLANKS

All students desiring to have credits accepted should apply in person or by letter to the Dean of the Faculty. Upon request, blanks will be sent to the authorities of the school in which the credits were made.

MEMBERSHIP IN THE NORTH CENTRAL ASSOCIATION

The Normal School is now fully accredited as a *senior college* in The North Central Association of Colleges and Secondary Schools. This Association is an organization of the highest grade colleges and high schools of the north central states of the Union. Its standards for membership require grades of work which are recognized everywhere. This means that students of this Normal School may complete the four years (120 hours) advanced course now offered with assurance that the work will be recognized. It means that graduates of the senior college course are eligible to teach in the high schools of the North Central Association. It means that the Normal School's standards are raised to those of our best senior colleges, that its field of service is greatly enlarged, and that its graduates of the 120 hour course will have increased opportunities as college students and as teachers.

CERTIFICATES AND DIPLOMAS

1. Rural School Certificates (issued by State Department)—On completion of the Rural School Course.

2. Regents' Certificate—On completion of one year of the Advanced Normal School Course.

3. Life Certificate Diploma—On completion of two years of the Advanced Normal School Course.

4. High School Teachers' Diploma—On completion of three years of the Advanced Normal School Courses.

5. Bachelor of Science in Education—On completion of the four years Advanced Normal School Course.

All candidates for either of the above certificates are required to be in attendance at *least six months;* for the diplomas at least *nine months.* All candidates must have good moral character and must have a majority of grades used above I (inferior). See paragraph seven, page 45. Applications for these certificates or diplomas must be filed with the Registrar at least four weeks before the time when they are to be issued.

Special Examinations are given only under the direction of the Committee on Standing and Classification.

Class honors are based on the average of all grades made by the student in this School, and those receiving first honors will have public mention on Commencement Day.

LEGAL VALUE OF THE CERTIFICATE AND THE DIPLOMA.

The Regents' Certificate entitles the holder to teach in the public schools of the state, without further examination, for a period of two years.

The Diplomas (see p. 47) entitle the holder to teach in any of the public schools of the state, without further examination, for life.

EXPENSES

SCHOOL FEES

The school year is divided into four terms, designated as the Fall, Winter, Spring and Summer Terms, of equal length. Every student is required to pay at the beginning of each term, or whenever he may enter, an incidental fee of $6.00, or a total of $24.00

for the four terms of the year. If the student desires to pay for the full year in advance, the rate is $20.00; for three terms, $16,00; for two terms, $11.00. The student is not entitled to the privileges of the classroom nor of the school generally until he presents the Treasurer's receipt for the incidental fee.

In the Biological, Chemical, Physical and Agricultural laboratories, and in the Manual Training and Domestic Science departments, an additional laboratory fee of fifty cents a term is charged, to pay for material. Breakage is extra. The Cooking School fee is $1.00 for each term.

A student activity fee of $1.50 a term is charged. This gives free admission to all contests on the athletic field, lecture course numbers, secures the student paper, and a limited amount of care in case of illness.

A deposit of $1.00 is required for a private locker in the Gymnasium. Seventy-five cents will be refunded when the key is returned.

TEXT-BOOKS FURNISHED

Text-books are furnished at a rental fee of $1.00 for a year or any part of a year. This makes it possible for students to have the use of a larger number of books than the school could reasonably expect them to purchase, and it means to each student a saving of from $15.00 to $25.00 a year. A text-book deposit fee of $3.00 is required to insure proper use and safe return of books. This amount is refunded when books are returned in good condition. This system of practically "free text-books" means a very great saving of expense to the students.

BOARD AND ROOMS

The School has no boarding department. Students board at private houses. There are ample accommodations within easy reach of the Normal campus for all students at reasonable prices.

Board can be obtained at rates ranging from $3.25 to $4.50 per week, including room, fuel and lights—two persons occupying one room. Those who room alone will generally have to pay a higher price.

Students who desire to board in clubs can reduce the expense to $2.00 or $3.00 per week by practicing economy.

A limited number of women can obtain furnished rooms for self-boarding at fifty cents per week for each occupant, or $1.00

per week when a student rooms alone. Students availing themselves of this arrangement are expected to provide everything except furniture, mattresses, heating stove and cooking stove.

Unfurnished rooms can be rented at $1.50 to $2.50 per month, the price depending on the location.

By club boarding some students reduce the expenses for one term to $35.00, and the expenses for one year, not including summer school, to $110.00.

On the whole it is our experience that family boarding is more satisfactory, and the entire expense, including such boarding, can come within $50.00 a term, or less than $150.00 for a school year, three terms.

The faculty holds that women should secure homes offering rooms to women only, and that men should patronize homes where rooms are offered only to men. The Dean of Women will recommend only homes conforming to this opinion.

As a general rule, it is best not to make arrangements for board till after arrival in Warrensburg. The students are urged to call at the office of the Dean of Women, Miss Janney, in the Normal building. All boarding houses are listed with her.

Members of the Christian Association meet all trains at the beginning of the terms. They are readily identified by their badges. New students are requested to consult them for information. At other times young women traveling alone will be met at the depot if the President or the Dean of Women is notified of the time of arrival.

HOW TO ENTER THE SCHOOL

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Study the daily program, with the assistance of some member of the Classification Committee, who will fill out and sign a classification card.

2. Present classification card (thus signed) to the chairman of Classification Committee for approval of program arranged.

3. Obtain registration blanks in the office of the Registrar, and fill out with information asked.

4. Pay fees and deposit money for text-books at Treasurer's office which is in Normal School Building during first week of each

term. After this the Treasurer is in the Citizens Bank, North Holden street.

5. Present Classification Card (approved), receipts for fees, and registration blanks to Registrar.

6. Take Program Card to Text-book Library for text-books.

Suggestions to Students for Classification

1. Read carefully the general statements for the course you are planning to take.

2. If you are expecting to take out a Rural Certificate, see page 44.

3. If you are planning to take the first two years of the Advanced Normal School Course, read page 46.

4. If you are preparing to be a High School teacher, principal or superintendent, read page 48.

5. If you are planning to take one of the specializing courses, see "Specializing Courses" in index and read the directions for the course in which you wish to specialize.

6. The following order should be observed in taking the courses in the Department of Education: Elementary Psychology and School Administration should be taken by all graduates of first class high schools the first term in residence. The next course should be Principles of Teaching. School Administration and Elementary Psychology are suggested prerequisites for Teachers' Courses, Primary Methods, Kindergarten Theory, and Observation. The History of Education is for the students in the second or sophomore year of the Advanced Normal School Course. It cannot be taken until the other work in Education is completed.

7. In the General Sixty-hour Course ten (10) hours only in Technical subjects may receive credit.

8. All students are required to take Gymnasium. The minimum requirement is two terms for the Rural Certificate and Regents' Certificates and three terms for the Diplomas.

9. All students are required to make a grade in Library Lectures.

10. Students who are graduates of first class High Schools and have not met the minimum requirements of the State Superintendent in the various academic departments must make up such deficiency as soon as possible. Before classification such

students should consult the Chairman of the Committee on Standing and Classification.

11. Students who specialize in the sixty-hour course in the academic departments must elect a minimum of 15 hours above high school requirement in the subject chosen for specialization.

12. Specializing students should consult the Head of the department where the major work is to be done before classification.

13. If a student does not know at the time of entering that he intends to specialize in a particular department he should classify under the General Course.

14. All candidates for the sixty-hour Diploma must conform to the requirements in English. See page 48.

15. Students shall not be permitted to carry for credit more than thirty semester hours per year, except that a small number of students (approximately those who rank among the upper 25 per cent of the student body in scholarship) may, at the discretion of the committee on Standing and Classification, carry $32\frac{1}{2}$ semester hours per year.

GENERAL SUGGESTIONS

The beginning of a quarter is the best time for entrance. Students admitted at other times must accommodate themselves to the condition of classes at the time of entrance.

The city residence of every student is kept on record in the office of the Dean of Women. In case of change, the fact should be reported to the Dean at once.

While successful vaccination is not made a requirement, it is recommended that students who have not been vaccinated have it done by their family physician before leaving home.

All wraps, overshoes and umbrellas should be plainly marked by their owners as a means of identification.

FOUR YEAR RURAL SCHOOL COURSE

Leading to the Rural School Certificate

FIRST YEAR

English	English	English
El. Algebra	El. Algebra	El. Algebra
History	History	History
Biology or Physics	Biology or Physics	Biology or Physics

SECOND YEAR

English	English	English
American History and Government	American History and Government	American History and Government
Agriculture	Agriculture	Agriculture
Plane Geometry	Plane Geometry	Plane Geometry

THIRD YEAR

English	English	Methods in English
Physiology	Geography	Rural School Management
Arithmetic	Music and Drawing	Music and Drawing
Elective	Elective	Elective

FOURTH YEAR

Rural School Methods	Rural School Methods	Observation
Psychology	Industrial Arts ($\frac{1}{3}$) or Household Arts ($\frac{1}{3}$)	Rural Life Problems
Methods in History	Elective	Elective
Elective	Elective	Elective

REQUIREMENTS AND CONDITIONS IN THE RURAL SCHOOL COURSE.

1. This course is designed to prepare teachers for rural schools. As outlined above it is equivalent to a first class four-year high school course; hence it is open to students who hold a certificate of graduation from a rural school, or who have completed the eighth grade of a graded school. It is also open to teachers holding Third Grade County Certificates.

2. Students who have completed three years of approved high school work, including a unit each in Agriculture, American History, and Science (Biology, Physics or Physiography), may secure this certificate on the completion of two units in Education (Rural School Methods one unit and Elementary Psychology, Rural Life Problems and Rural School Management each one-third unit), one unit in applied arts and one unit in method courses in the common school branches.

3. Maximum and minimum units that will be accepted in each subject in the Rural School Course are indicated as follows:

English	4	3	Biology	1	1
Algebra	1⅔	1	Physiology	⅓	⅓
Plane Geometry	1	1	Agriculture	1⅔	1
*Solid Geometry	⅓	⅓	Physical Geography	⅔	⅓
*Trigonometry	⅓	⅓	*Economics	⅓	⅓
High School Arithmetic	⅓	⅓	Music	1	⅓
History and Government	4	2⅓	Drawing	1	⅓
Latin	2	2	Industrial Arts	1	⅓
German	2	1	Commercial Subjects	1	⅓
French	2	1	Household Arts	1	⅓
Physics	1	1	Education	1⅓	1⅓
Chemistry	1	⅓			

*Courses marked (*) may be elected in the fourth year only.

4. All students desiring the Rural School Certificate must take the Library Lectures one term and Physical Training at least two terms. The library lectures must be taken the first term in residence.

5. Second year students may substitute a unit of foreign language for American History. In such cases a unit of American History will be required in the fourth year.

6. Students who desire to take Med. and Mod. History should take it in the second year instead of American History, which should be taken in the third year.

7. This certificate will not be granted to students making a lower average than S (the grade for medium work) on all the courses taken.

8. The minimum residence requirement for this certificate is six months.

9. It will not be issued to any one under eighteen years of age.

10. The rural certificate may be renewed after the holder thereof has had thirty-two (32) weeks of successful experience and has completed at least eight (8) semester hours of college work in a standard professional school of college rank.

ELEMENTARY NORMAL SCHOOL COURSE

I. A FOUR YEARS' COURSE OF HIGH SCHOOL RANK

For entrance, students must present certificates of completion of eighth grade or graduation from a rural school. For subjects by years see Department of Instruction.

1. Required subjects, 10 units as follows:

English	3 units	History	2 units
Algebra	1 unit	Science	2 units
Plane Geometry	1 unit	Technical Subjects	1 unit

2. Electives, 6 units from following subjects:

English	1 unit	Foreign Languages	4 units
Mathematics	2 units	Technical subjects	2 units
History	2 units	Education	1⅓ units
Science	2 units		

3. Maximum and Minimum units that will be accepted in each subject are indicated as follows:

English	4	3	General Science	1	1
Algebra	1⅔	1	*Nature Study	⅓	⅓
Plane Geometry	1	1	Physiology	⅓	⅓
*Solid Geometry	⅓	⅓	Agriculture	2	1
*Trigonometry	⅓	⅓	Physiography	⅔	⅓
High School Arithmetic	⅓	⅓	*Economics	⅓	⅓
History and Government	4	2	*Economic Geography	⅓	⅓
Latin	4	2*	Music	2	⅓
German	3	1	Drawing	2	⅓
French	3	1	Industrial Arts	2	⅓
Physics	1	1	Commercial Subjects	1	⅓
Chemistry	1	⅓	Household Arts	2	⅓
Biology	1	⅓	Education	1⅓	1⅓

*Courses marked (*) may be elected in the fourth year only.

Note 1: Before the diploma will be issued to any student who offered the minimum amount of credit allowed as indicated above in Mathematics, History or Science, when the Elementary Normal School Course was completed, he will be required to offer at least 7½ hours from each department where such minimum was used.

Note 2: The required unit of technical subjects must be distributed as follows: Penmanship, one term; Music, two terms; Drawing, two terms, and Industrial Arts or Household Arts, one term.

Note 3: The term "unit" as used for measuring credits in the Elementary Normal School Courses represents the successful pursuit of an academic or educational subject for three terms of twelve weeks each. Technical subjects requiring the same preparation outside of recitation periods as academic and educational subjects receive the same credit; and technical subjects not requiring such preparation receive half credit.

ADVANCED NORMAL SCHOOL COURSES

Conditions for entrance:

1. Completion of a four year course, with at least 15 units of credit, in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school.

2. Students over twenty-one years of age, who are able to demonstrate their fitness to do college work, may be admitted to college classes as special students; but they cannot be candidates for graduation until they have met the requirements for admission as regular students.

3. A student cannot be admitted to classes of college rank who is conditioned in more than two entrance units. All entrance conditions must be removed within one year of the date of admission. (Nine months of attendance may be considered a year.)

REGENTS' CERTIFICATE

Graduates of accredited first class high schools or schools or equivalent rank may secure the Regents' Certificate on the completion of thirty (30) hours of college work, two terms of which must be done in residence. The requirements are as follows:

Elementary Psychology	2½ hours
School Administration	2½ hours
Elementary Course of Study	2½ hours
Teaching in the Training School, or Observation	2½ hours
Electives	20 hours
Gymnasium	2 terms

Library Lectures.

NOTE: Not more than five hours of the Electives may be Technical Subjects. Students must elect 2½ hours of Agriculture if this subject has not been studied in high school.

THE SIXTY (60) SEMESTER HOUR COURSE

This diploma, issued on the completion of sixty hours above a first class high school, represents ability to teach and supervise in the Elementary Schools.

1. REQUIREMENTS IN EDUCATION

The student is required to complete twenty-two and one-half (22½) semester-hours in Education as follows:

Elementary Psychology	2½ hours
School Administration	2½ hours
Principles of Teaching	2½ hours
Observation and Teaching	7½ hours
History of Education	5 hours
Elective	2½ hours

2. GENERAL ELECTIVES

The student must complete thirty-seven and one-half (37½) semester-hours in general electives in subjects of college rank. In this election not more than ten hours may be used from Technical Subjects and Physical Education.

NOTE 1: Specializing students in the Sixty Hour Course may offer 2½ hours in History of Modern Elementary Education and 2½ hours in some other educational subject in place of the general (five hour) course in History of Education.

Note 2: In case a Regents' Certificate was issued at the completion of the Elementary Normal School Course, the 1 1/3 units required in Education will count as ten hours of the educational subjects in the above list; but students who used the 1 1/3 units, or 10 hours, in Education for a Regents' Certificate at the completion of the Elementary Normal School Course must complete, in lieu thereof, 10 hours additional electives in academic subjects.

Note 3: The Education completed for the Rural School Certificate will count as part of the 22½ hours required for the Sixty Hour Course; but the student must elect additional academic or technical subjects in lieu of it.

Note 4: Candidates for the Sixty-Hour Diploma who have completed four (4) units of English in a first class four-year high school, or a school of equal rank, are required to take one term (2½ hours) in college English, provided they make a grade of S (the grade given for medium work) or better. Those failing to make a grade as high as S in the first term's work must take a second term. Candidates presenting less than the maximum entrance requirement in English (4 units) must take two terms (5 hours) of college English.

Note 5: Specializing students in any academic department must elect a minimum of 15 hours in that department.

HIGH SCHOOL TEACHERS' DIPLOMA

THE NINETY (90) SEMESTER HOUR COURSE

This diploma signifies ability to supervise and teach in high schools Students who have completed the work for this diploma will be recommended to teach the high school subjects in which the major work was done.

Requirements and conditions:

1. All the requirements and conditions of the Sixty (60) Semester Hours Course.

2. Thirty (30) semester-hours of additional and advanced work, of which at least five semester-hours shall be in Education. The election of the other twenty-five (25) hours to be determined by the heads of departments and the President of the Faculty.

BACHELOR OF SCIENCE IN EDUCATION

THE ONE HUNDRED TWENTY (120) SEMESTER HOUR COURSE

Requirements and conditions:

1. All requirements and conditions of the Sixty (60) Semester Hour and the Ninety (90) Hour Courses.

2. Candidates for this degree must offer thirty (30) hours of senior college work in addition to that required for the Ninety Hour Course.

3. Of the one hundred and twenty (120) hours required for this degree, at least twenty-five (25) hours must be in some subject chosen as a major and ten (10) hours in a subject chosen as a minor. Students desiring to use science as a major may select the twenty-five (25) hours from two of the science departments.

4. Candidates for this degree may elect to specialize thruout three years in Advanced Normal School Courses in either academic subjects or in technical subjects as outlined in the Specializing Courses. See page 51.

ADDITIONAL INFORMATION

1. No work will be accepted in Advanced Normal School Courses that is not in quality of college rank. All the diplomas issued for these courses are life licenses to teach in the public schools of Missouri.

2. All the subjects, both required and elective for the Advanced Normal School Courses, are indicated in brief outline under Departments of Instruction.

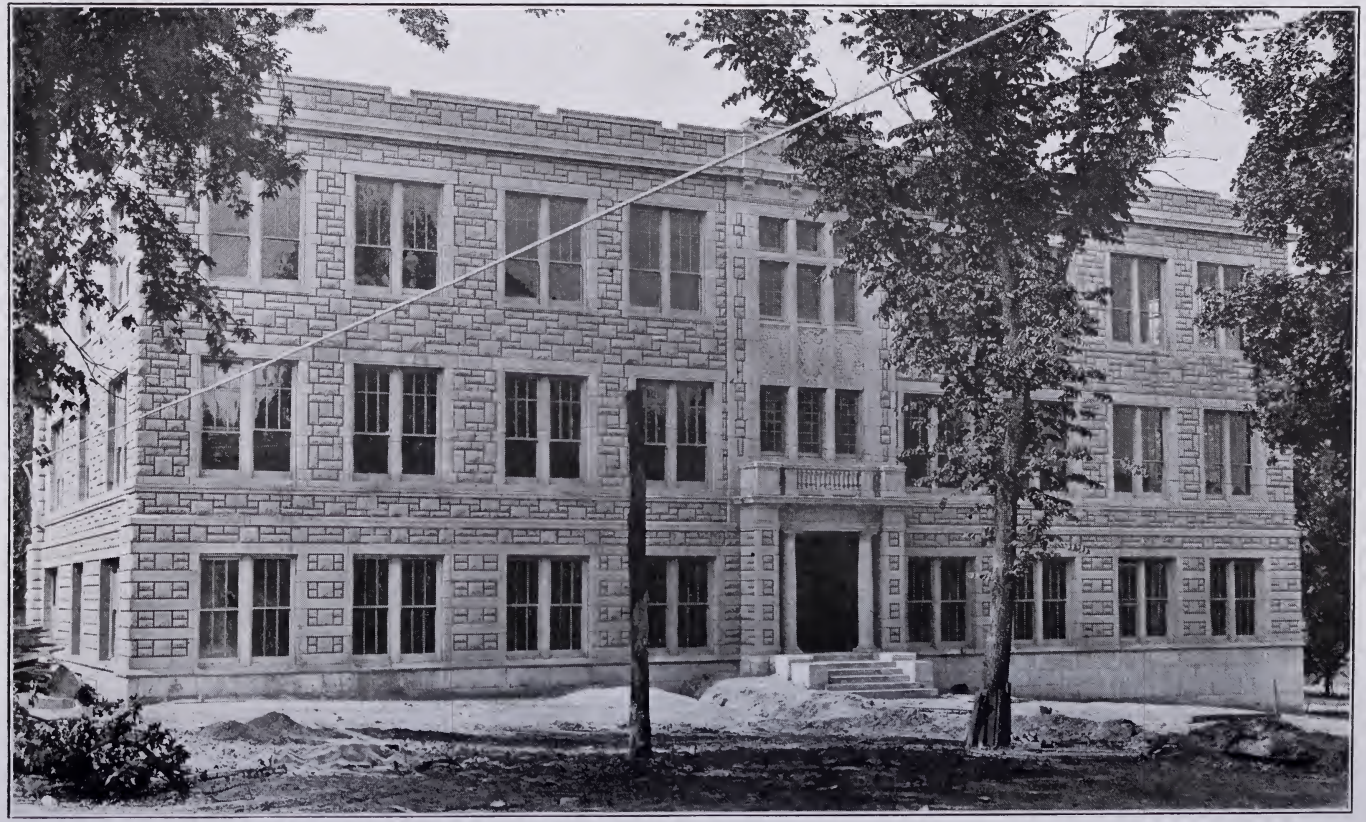
3. The term "semester hours" as used for these courses is the same as that employed by the North Central Association of Colleges and Secondary Schools, and for the present a term of twelve weeks in an academic or educational subject shall be valued at 2½ hours. Technical subjects requiring preparation shall be given the same value, and the technical subjects not requiring preparation shall have half credit (1¼ hours for a term subject).

TEACHERS' COURSES

The following Method Courses in such academic subjects as are taught in the public schools of Missouri are offered and are designated as Teachers' Courses.

Teachers' Course in Latin, Course No. 11, Prerequisite 9 terms.
Teachers' Course in German, Course No. 6, Prerequisite 6 terms.
*Teachers' Course in History, Course No. 13a, Prerequisite 3 years. (For Elementary Grades.)
Teachers' Course in History, Course No. 13b, Prerequisite 3 years. (For High Schools.)
Teachers' Course in Mathematics, Course No. 11, Prerequisite 3 years.
*Teachers' Course in Reading, Course No. 8, Prerequisite High School English.
*Teachers' Course in English, Course No. 12, Prerequisite High School English.
*Teachers' Course in Geography, Course No. 11, Prerequisite Elementary Normal Course.
*Teachers' Course in Nature Study, Course No. 7, Prerequisite, Elementary Normal Course.
Teachers' Course in Hygiene, Course No. 8, Prerequisite Elementary Normal Course.

NOTE: Only courses with (*) may be elected by candidates for Regents' Certificate.



The New Science Building.

SPECIALIZING COURSES

Any student wishing to specialize in any department may do so with the consent of the President and the head of the department, under conditions as follows:

In all specializing courses, as in the General Course, the completion of the first two years' work (60 semester-hours) gives the diploma with designated ability to teach and supervise in the elementary schools, and the completion of the three-year course (90 semester-hours) gives the diploma with designated ability as superintendent, principal, supervisor and teacher in high school.

Students desiring to specialize in the Sixty-Hour Course in the Technical Departments must meet the following requirements:

Education	22½ hours
Technical Subjects	17½ hours
Academic Electives	20 hours

NOTE: The Academic Electives must include enough English to meet the minimum requirements as specified in Note 4, page 48.

All electives must be made with the advice of the head of the department in which the student is specializing.

Upon completion of any specializing course a student receives a diploma marked "special" in the major subject of the course completed.

Students are not permitted to take up Specializing Courses before entering the Advanced Normal School Course.

High school graduates and others who enter school with Freshmen standing are required in every case to conform to the "General Requirements for the Advanced Normal School Courses."

Conforming with these General Requirements Specializing Courses in the Technical Departments have been arranged and are here given.

Specializing Courses in the Academic Departments are not published in this catalog, but can be had upon application to the heads of the departments.

COMMERCIAL COURSE

FIRST YEAR

Elementary Psychology	2½ hrs.
School Administration	2½ hrs.
Observation	2½ hrs.
The Elementary Course of Study	2½ hrs.
Teaching	2½ hrs.
Electives (Academic)	12½ hrs.

Students may elect Commercial Accounting Courses or Stenographic Courses as follows:

ACCOUNTING

Penmanship	2½ hrs.
Bookkeeping	2½ hrs.

STENOGRAPHY

Shorthand	2½ hrs.
Typewriting	2½ hrs.

SECOND YEAR

Principles of Teaching	2½ hrs.
Teaching	2½ hrs.
*History of Education	5 hrs.
Teachers' Course	2½ hrs.
Electives (Academic)	7½ hrs.

Students may elect Commercial Accounting Courses or Stenographic Courses as follows:

ACCOUNTING COURSE

Penmanship	1¼ hrs.
Bookkeeping	5 hrs.
Commercial Arithmetic	2½ hrs.
Typewriting	1¼ hrs.

STENOGRAPHY COURSE

Shorthand	5 hrs.
Typewriting	1¼ hrs.
Commercial English	2½ hrs.
Penmanship	1¼ hrs.

THIRD YEAR

Education	5 hrs.
Shorthand	5 hrs.
Typewriting	2½ hrs.
Commercial Law	2½ hrs.
Public Finance	2½ hrs.
Commercial Geography	2½ hrs.
Electives	10 hrs.

*See note 1, page 47.

SPECIALIZING COURSE

FINE ARTS DEPARTMENT

FIRST YEAR

Elementary Psychology	2½ hrs.
School Administration	2½ hrs.
Observation	2½ hrs.
Teaching (Art)	2½ hrs.
Brush and Pencil Sketching	1¼ hrs.
Comp. and Perspective	1¼ hrs.
Design	1¼ hrs.
Advanced Drawing	1¼ hrs.
Academic Electives	15 hrs.

SECOND YEAR

Principles of Teaching	2½ hrs.
*History of Education	5 hrs.
Teaching (Art)	2½ hrs.
Advanced Drawing	2½ hrs.
Commercial Design	2½ hrs.
Dress Design	2½ hrs.
Interior Decoration	2½ hrs.
Bookbinding (Advanced)	2½ hrs.
Elective in Education	2½ hrs.
Academic Electives	5 hrs.

THIRD YEAR

Education	5 hrs.
Cast Drawing	2½ hrs.
Special Problems	2½ hrs.
History of Painting	2½ hrs.
History of Architecture and Sculpture	2½ hrs.
Pen Sketching	2½ hrs.
Electives	15 hrs.

*See note 1, page 47.

SPECIALIZING COURSE IN HOME ECONOMICS

FIRST YEAR

Elementary Psychology	2½ hrs.
School Administration	2½ hrs.
Principles of Teaching	2½ hrs.
English	5 hrs.
Chemistry	5 hrs.
Physics or Botany	2½ hrs.
Food Preparation	5 hrs.
Hand Sewing	2½ hrs.
Drawing	2½ hrs.

SECOND YEAR

History of Education	2½ hrs.
Sociology	2½ hrs.
Elective in Education	2½ hrs.
Teaching	7½ hrs.
Methods in Home Economics	2½ hrs.
Machine Sewing	2½ hrs.
Household Chemistry	2½ hrs.
Bacteriology	2½ hrs.
Elective in Home Economics	2½ hrs.
Elective	2½ hrs.

THIRD YEAR

Education	5 hrs.
Food Chemistry or Organic Chemistry	2½ hrs.
Dress Design	2½ hrs.
Interior Decoration	2½ hrs.
Academic Electives	5 hrs.
Home Economics	12½ hrs.

SPECIALIZING COURSE IN INDUSTRIAL ARTS

Department of Education	22½ hours
Industrial Arts	17½ hours
Academic Electives	20 hours
Total	60 hours

SPECIAL MUSIC COURSE FOR SUPERVISORS

FIRST YEAR

Voice, two lessons per week by appointment, also singing in the choruses or playing in the orchestra or the band nine months	2½ hrs.
Advance Sight Singing (two terms)	2½ hrs.
Methods in Music	2½ hrs.
Elementary Psychology	2½ hrs.
School Administration	2½ hrs.
Principles of Teaching	2½ hrs.
Academic Electives	15 hrs.

SECOND YEAR

Voice, two lessons per week by appointment, also singing in the choruses or playing in the orchestra or the band nine months	2½ hrs.
Harmony	5 hrs.
History of Music	2½ hrs.
Advanced Psychology	2½ hrs.
*History of Education	5 hrs.
Teaching	7½ hrs.
Academic Electives	5 hrs.

THIRD YEAR

Voice, two lessons per week by appointment, also singing in the choruses or playing in the orchestra or the band nine months	2½ hrs.
Harmony	5 hrs.
Counterpoint	2½ hrs.
History of Music	2½ hrs.
Orchestration	2½ hrs.
Methods in grammar grades and high school	2½ hrs.
Musical Form and Composition	2½ hrs.
Electives	10 hrs.

*See note 1, page 47.

SPECIAL PRIMARY TEACHERS' COURSE

FIRST YEAR

Principles of Teaching	2½ hrs.
Educational Psychology	2½ hrs.
Juvenile Literature	2½ hrs.
Principles of Language	2½ hrs.
Nature Study	2½ hrs.
Methods in Drawing	2½ hrs.
Methods in Music	2½ hrs.
Methods in Industrial Arts	2½ hrs.
History of Education	2½ hrs.
History of Education	2½ hrs.
Hygiene (General)	2½ hrs.
Child Hygiene	2½ hrs.

SECOND YEAR

Kindergarten Theory	5 hrs.
Kindergarten Teaching	2½ hrs.
Primary Methods	5 hrs.
Primary Teaching	5 hrs.
History Methods (Grade)	2½ hrs.
Methods in Physical Education	2½ hrs.
Child Welfare	2½ hrs.
Electives	5 hrs.

Graduates of four-year high school will need to take Elementary Psychology, School Administration and one-third unit each of Elementary Drawing and Elementary Music, all of which will be substituted for other

subjects listed above. Where there are unavoidable conflicts such courses as the following will aslo be substituted: Sociology, Methods in Geography, Methods in Reading, Child Study, Biology, Methods in Arithmetic, and Home Nursing. *The Child Hygiene and Child Welfare courses overlap so that only one may be taken.* Substitutions and electives must always have the approval of the Superintendent of the Training School.

THIRD YEAR—SUPERVISOR'S COURSE IN GRADES

Sociology	2½ hrs.	Special Methods	2½ hrs.
Elementary Curriculum	2½ hrs.	Child Study	2½ hrs.
Supervision of Instruction	2½ hrs.	Art	5 hrs.
Teaching and Practical Supervision	7½ hrs.	Music	5 hrs.

As much as ten hours of academic work may be taken in lieu of the above prescribed courses. This course will generally meet the requirements for Teacher Training Work in Missouri.

SPECIAL KINDERGARTEN—PRIMARY COURSE

NOTE: This course differs from the Special Primary Course only in that five hours of Kindergarten teaching and 7½ hours of Kindergarten Theory are required. The electives will be made with due regard to the aims of the course. Some special work in vocal and instrumental music is considered a prerequisite to this course.

DEPARTMENTS OF INSTRUCTION

The courses of instruction are listed by departments, and arranged alphabetically as follows:

ACADEMIC DEPARTMENT

Agriculture, Physiography and Geography.
Biology.
Chemistry, Physiology and Hygiene.
Economics.
Education.
English Language and Literature.
French and German.
History.
Latin.
Mathematics.
Physics.
Training School.

DEPARTMENT OF TECHNICAL SUBJECTS

Commerce.
Fine Arts.
Home Economics.
Industrial Arts.
Music.
Physical Education.

NOTE: Courses marked (†) are primarily for senior college students (those in the third and fourth years of the One Hundred and Twenty Hour Course).

AGRICULTURE, GEOGRAPHY, PHYSIOGRAPHY

MR. H. A. PHILLIPS, MR. DAVIDSON, MR. GEHRS.

AGRICULTURE

Elementary Courses

1. AGRONOMY.....2/3 unit

1a. Grain Judging: 1/3 unit. This course consists of a study of cereal grains and of sorghum, legume, and grass seeds, considering principally seed characteristics, purity, viability and market grades. Weed seeds and the common adulterants of farm seeds are identified and discussed.

1b. Soils: 1/3 unit. A study of the origin, classification and handling of soils. The essential plant foods, green manuring, fallowing, value and use of barnyard manures are studied. The commercial fertilizers are discussed in regard to their source and plant food content. About half the time is given to laboratory work.

2. ANIMAL HUSBANDRY.....1/3 unit

2a. Stock Judging: This course includes the study of the leading types and breeds of horses, cattle, sheep and swine. About one-half the time is devoted to judging live stock. This is the fundamental course in Animal Husbandry.

2b. Elementary Poultry and Dairying: 1/3 unit. The various classes, breeds and varieties of poultry will be studied. Judging poultry according to the "Standard of Perfection" will be emphasized. Dairy cattle, milk production, and milk products will constitute a part of the course. A short time will be devoted to explaining the materials and methods in poultry and dairy study for rural schools.

3. PLANT PROPAGATION AND GARDENING.....1/3 unit

This course includes discussion of the principles and general methods of propagating plants by means of seeds, bulbs, cuttings, layers, grafting, budding; laboratory exercises and demonstration in propagating common fruits, flowers and shrubs; the location, selection of varieties, transplanting, cultivation, pruning and spraying of the home orchard, the planning and care of fruit, vegetable and flower gardens.

Advanced Courses

NOTE: Courses marked (†) are primarily for senior college students.

4. AGRONOMY.

4a. Cereal Crops: 2½ hours. (Prerequisite: Grain Judging 1a.) This consists of the study of the essentials of cereal crop production, including the methods of plant breeding, comparative judging and placing of the different varieties of wheat, corn, oats, rye and barley; system of cropping and crop rotation which are in operation on the Normal Farm, and the arrangement of agricultural exhibits.

4b. Forage Crops: 2½ hours. (Prerequisite: Grain Judging or Cereals.) This course comprises the study of forage and fiber crops with regard to their history, distribution, adaptation, culture and uses. The perennial grasses are studied as producers of hay and pasture. Other forage crops, including rape, legumes, millet, sorghums and cereals, are studied as producers of hay, silage, soiling crops and green manure crops. Sheaf and mounted specimens of the forage crops will be studied in the laboratory, enabling the student to become familiar with the appearance, structure and identification of these crops.

4c. Soils: 2½ hours. (Prerequisite, Chemistry 1, Physics 2; Physiography.) This includes a general analysis of soils; observations on the Missouri soil survey; physical, chemical, and biological nature of soils; general problems in soil management, such as application of lime, growing of green manuring crops, and the practice of crop rotation.

5. Animal Husbandry.

5a. Milk Production: (Prerequisite: Stock Judging, 2a.) 2½ hours. This course deals with the production, testing and care of milk and milk products, the study of dairy cattle and the keeping of milk records. The laboratory work is emphasized.

5b. Poultry Raising: (Prerequisite: Stock Judging, 2a.) 2½ hours. The economic importance of poultry, problems of location, buildings, poultry house fittings, feeding of poultry, egg production, grading and marketing poultry products, prevention of poultry diseases and practical poultry management are some topics discussed in this course. Judging varieties of the various breeds of several classes of poultry constitute about two-fifths of the course.

5c. Animal Breeding: 2½ hours. (Prerequisite: Animal Husbandry, 2a.) A study of the types of the domestic animals with particular reference to the history, breeds, type, development and characteristics; discussions on reproduction, variation, heredity, selection, line breeding, cross breeding and methods of improvements; judging, management, and diseases of farm animals.

†*5d. Feeds and Feeding:* 2½ hours. (Prerequisite: Chemistry, 1.) This course treats of the comparative composition of plants and animals and the processes of nutrition; the composition and value of farm feeds, practical rations for domestic animals and the economical use of silage, soilage and pasturage.

6. Horticulture.

6a. Fruit Production: 2½ hours. (Prerequisite: Biology, 1 and 5.) Planting, cultivating, pruning, spraying, gathering and marketing orchard and small fruits; the management of the home orchards, preparation of spray mixtures and the use of spraying equipment.

7. Bacteriology: 2½ hours. (Prerequisite: Biology 2.)

The science of bacteriology is presented to the students as a fact of everyday life. In this subject only the simplest forms of life, consisting chiefly of the bacterial flora of the dairy products, soils and water are studied. The most important viewpoint from which the subject is approached is in respect to its practical application in agriculture, medicine, domestic science and sanitation.

†8. Farm Management: 2½ hours.

The purpose of this course is to assemble and correlate the principles involved in the agricultural subjects taught in the institution and to aid the student in applying these principles to the successful selection and management of a farm. The selection of a farm, types of farming, planning and arrangement of the farmstead, cost and methods of marketing farm products receive special consideration. Practice is given in studying market quotations and replanning farms with which the student is familiar. Prerequisites: Agriculture 4a, 4c, 5a, 6a.

THE NORMAL DEMONSTRATION FARM IN CO-OPERATION WITH THE COLLEGE OF AGRICULTURE, MISSOURI UNIVERSITY.

The Normal Demonstration Farm is in easy walking distance from the southeast corner of the Normal campus. At the present time the state owns thirty-six acres and rents sixty. This farm is well adapted to experimental and demonstration work, and it is fairly equipped with farm machinery for crop production. The general fields are used to illustrate the methods of crop production that should exist in the region of Warrensburg.

The Agricultural Department emphasizes the raising of dairy stock, hogs and poultry. This department is well equipped for this work in the classroom and on the farm. The silo, ensilage cutter, cream separator, Babcock tester, the farm seeds, pure-bred stock and similar appliances greatly strengthen the dairy course.

A very important feature of the farm work is the close co-operation with the State College of Agriculture. The Normal Farm, in connection with the College of Agriculture, is carrying on co-operative demonstration plots of alfalfa, corn, wheat, oats, forage crops for hogs and ornamental and fruit planting. This co-operative demonstration work is carefully explained in circular No. 54 of the College of Agriculture and those interested in a thorough explanation should secure this circular. Every teacher and farmer should become familiar with the most profitable crops and how best to grow them. In fact, the field work is a very important part of our agricultural instruction. This hearty co-operation strengthens the Normal Agricultural course in such a way that it will be of much greater service to the people of Missouri.

GEOGRAPHY AND PHYSIOGRAPHY

Elementary Courses

9. Rural School Geography.....1/3 unit

This course is designed for students taking the Rural School Course. It will consist of a survey of the general field of geography, with particular reference to the rural schools. A consideration of home geography and an intensive study of the geography of Missouri will be given. Map making and other modes of expression will receive attention.

10. Physiography.....2/3 unit

The first term will be devoted to the study of land forms and geographic processes; the second term, to the atmosphere and water bodies. The relation of physical conditions to human interests will be emphasized throughout the course. Field trips and classroom exercises will supplement the recitation work.

Advanced Normal School Courses

11. Methods in Geography.....2½ hours

This course is open to Freshmen of the advanced course. It is intended for those who expect to teach in rural schools, grades of city schools, or who expect to supervise those who are teaching. It will consist of a study of methods, uses of maps, relation of geography to history, agriculture, and other subjects, a suggestive outline for home geography, a consideration of the conservation of the natural resources of the United States. Sutherlands "The Teaching of Geography" and Dodge and Kirchway "The Teaching of Geography in Elementary Schools" will be used as references.

12. Advanced Physiography.....2½ hours

This course is intended for students making special preparation for teaching Physiography in high schools. Students are required to do field and laboratory work. Prerequisites: Elementary Physiography and Physics, 2.

BIOLOGY

MR. STEVENS.

Elementary Courses

1. General Botany.....1/3 unit

The student will become acquainted with the chief groups of the plant kingdom. The structural phase will receive most emphasis, thus making it possible for the learner to understand nutrition, respiration and germination. The field work will give first-hand knowledge of the more common weeds and other flowering plants of this vicinity.

2. Algæ and Fungi.....1/3 unit

This course will study the plant cell, Algæ and Fungi. The freshwater algæ of this vicinity will be used to study structure, life history, origin of sex, place of environment, reproduction and nutrition. In the work with Fungi, the slime moulds, bread moulds and many plant diseases such as grape mildew, ergot of rye, pear blights, rust of berry, rust of wheat and smut of corn and oats, will receive careful attention. Field work will be required of students. This course will be of great help to students of agriculture.

3. General Zoology.....1/3 unit

The purpose of this course is to give a general knowledge of the entire animal kingdom and a detailed study of a few species.

4. Insects.....1/3 unit

A study at first hand of some of the injurious and beneficial insects in this locality. Much field work will be done.

Advanced Courses

5. Liverworts, Mosses and Ferns.....2½ hours

An intensive study of Liverworts, Mosses and Ferns as to morphology, embryology and physiology. Students will learn to identify the common forms of this locality. Prerequisite: Course 1.

6. Seed Plants.....2½ hours

This course naturally falls into two divisions, namely: Gymnosperms and Angiosperms. In the study of the evergreens, the conifers receive most attention. In the higher seed plants, an intensive study of morphology and physiology is made. A systematic study of the more common flowering plants of Missouri will be a feature of the course. Prerequisite: Course 1.

7. Nature Study.....2½ hours

This is a teachers' course. It is designed for those expecting to teach in the grades. The work includes the following: courses of study, methods of presenting material, study of our common trees, birds, insects, flowers, germination, and school gardens.

8. Invertebrate Zoology.....2½ hours

This course makes an intensive study of animals having no backbones. The student will study each phylum beginning with Protozoans and ending with Arthropods. Such questions as origin of sex, reproduction, development, heredity, environment and evolution will be given attention. Prerequisite: Course 3.

9. Vertebrate Zoology.....2½ hours

This is a course in Comparative Anatomy of the Vertebrates. Each student is required to dissect a fish, frog, turtle, bird, and some mammal. A careful drawing of each system is prepared by each member of the class. Prerequisite: Course 3.

CHEMISTRY, PHYSIOLOGY, AND HYGIENE

MR. WALTERS, MR. FOSTER.

Elementary Courses

1. General Chemistry.....2/3 unit

1a. First Term. Chemical changes; compounds and elements; atomic theory; valence; equation writing and the kinds of chemical interactions. Brief study of several important elements; acids and bases. Two hours per week laboratory work.

1b. Second Term. Continuation of 1a. Chemical equivalents; molecular and atomic weights; preparation of acids and bases; compounds of sulphur, nitrogen, phosphorus, chlorin, and other important elements. Two hours per week laboratory work. Prerequisite: Chemistry, 1a.

2. Physiology.....1/3 unit

This is a general course equivalent to the physiology offered by our best high schools. The work includes five recitations per week and one laboratory period.

Advanced Courses

3. Industrial Chemistry.....2½ hours

This work is in general an answer to the question: How are the elements and compounds supplied by nature converted into such forms as are useful to man? Among the topics considered are the separation of metals from their ores, the preparation of glass, lime, cement, steel, and other useful substances, and the purification of various drugs and chemicals. The laboratory work of two hours per week consists largely of the preparation of metallic compounds. Prerequisite: Chemistry, 1.

4. General Household Chemistry.....2½ hours

Application of the principles of general chemistry to the home; chemistry of cleaning; preparation and testing of soaps and washing compounds; detection of food adulterants and preservatives; baking powders and the chemistry of cooking; chemical phase of sanitation; bleaching and dyeing; household fuels, etc. Prerequisite: Chemistry, 1.

5. Chemical Analysis.....5 hours

5a. (Two and one-half hours.) Methods of qualitative analysis and separation and detection of bases. A laboratory course, requiring

from two to ten hours per week of individual work. Prerequisite: Chemistry, 1.

5b. (Two and one-half hours.) Acid analysis; methods of quantitative analysis; volumetric analysis. A laboratory course, requiring from two to ten hours per week of individual work. Prerequisites: Chemistry, 1 and 5a.

6. Organic Chemistry.....2½ hours

General survey of field; methods of organic work; special consideration of the organic compounds of everyday life. One hour per week of laboratory work. Prerequisite, Chemistry, 1.

7. Chemistry of Foods and Textiles.....2½ hours

Composition and properties of carbohydrates, fats, proteins, and organic acids, and their adaptation to the animal body. Food analysis and the chemistry of the common textiles. For students in Domestic Science and Agriculture. Prerequisites: Chemistry, 1, and Physiology, 2.

8. Teachers' Course in Hygiene.....2½ hours

Health, a variable condition, subject to control; importance of physical efficiency and methods of maintaining it throughout life. Considerable time is devoted to *corrective hygiene*, for in existing bodily defects and weaknesses are found *active causes of worse conditions and of disease.* Health problems of teachers and their solution are discussed. Prerequisites: A knowledge of physiology.

9. Child Hygiene.....2½ hours

The purpose of this course is to develop an intelligent interest in the physical well-being of the child and to equip teachers with knowledge necessary for guarding the pupil's health and for assisting in his development. The following topics will receive due consideration: The schoolroom environment; the detection and removal of bodily defects and weaknesses; mouth hygiene, tests for sight and hearing, detection of beginnings of diphtheria, scarlet fever, tonsilitis, and other infectious diseases. This course is not open to students who have elected the course in Child Welfare. Prerequisite: Hygiene, Course 8.

ECONOMICS

MR. MORROW.

Minimum requirements for work in this department is graduation from a first class high school. Courses in Economics should be taken in sequence.

1. General Economics.....7½ hours

A course intended to give the student a knowledge of economic organization and processes; an intelligent interest in economic ques-

tions and politics; the ability to think clearly, independently and fairly on politico-economic questions; and a desire to help secure economic justice. Ely's Principles of Economics is used as a text.

2. Economic History.....2½ hours

After a brief consideration of the Industrial Revolution in England, a greater portion of this course will be devoted to a study of the industrial development of the United States.

3. Economic Geography.....2½ hours

A study of the most significant geographical facts touching commerce and industry. Industrial influences will also be made prominent.

4. Public Finance.....2½ hours

Open to those who have completed Course 1 or its equivalent.

A course dealing with the principles of taxation, public expenditures, public revenue (federal, state and local), and the proper relation of the state to industry.

5. History of Economic Thought.....2½ hours

Open to those who have completed Course 1, or its equivalent.

The work of this course will consist chiefly of a careful examination of the writings of the most prominent economists from Adam Smith to the present, with the purpose of discovering the basis upon which has been builded the most satisfactory Modern Economic Theory and bettering present theory as a basis for future development.

6. Commercial Law.....2½ hours

This course is designed to give the student a knowledge of the fundamental rules that govern and underlie commercial transactions,thus enabling him to avoid legal complications and, in case of necessity, to know when to consult legal advice. The chief aim is to present in a clear and comprehensive manner the principles governing Contracts in General, Sale of Goods, Insurance, Credits and Loans, Contracts of Guaranty, Negotiable Instruments, Agency, Partnership and Joint Stock Companies, and Real and Personal Property.

7. Rural Economics.....2½ hours

This course deals specially with rural credits, land tenure, marketing problems, organization of rural social life and other special problems of rural economy. Offered in the spring term only.

Note: Courses 3, 4 and 6 are required of students specializing in the Commercial Department. Course 7 is required of students special izing in Agriculture.

EDUCATION

MR. C. A. PHILLIPS, MR. MCPHEETERS, MR. HUDSON, MISS HUMPHREYS.

PSYCHOLOGY

1. PSYCHOLOGY 1 ..... 1/3 unit or 2½ hours

The purpose of this course is to make the student familiar with the essential facts and fundamental principles involved in the learning process. It is a prerequisite to the more advanced courses in Psychology and Education. It may not be taken for credit by graduates of Teacher-training Courses in high schools.

2. PSYCHOLOGY 2 ..... 2½ hours

This course is open only to students of college rank who have had Psychology 1. It is required of all graduates of Teacher-training Courses.

It consists of lectures, readings, and reports dealing with native factors in behavior, the factors in acquisition, truth and error, the nature and laws of emotion, and the psychological aspect of conduct and character.

3. EDUCATIONAL PSYCHOLOGY—CHILD STUDY ..... 2½ hours

This is a course in the study of the instinctive responses and mental characteristics of children at various ages, and of the various processes by which children in the elementary school learn. Some of the topics considered are as follows: Instincts, their development and need of modification; influence of heredity; interests; and the psychological problems involved in the teaching of the various elementary school subjects.

4. EDUCATIONAL PSYCHOLOGY—ADOLESCENT ..... 2½ hours

This course is intended for high school teachers, principals, and superintendents. It treats of the accepted facts and principles of psychology that have a direct bearing upon the problems involved in the instruction of the youth. Educational problems that require statistical organization will be studied. Prerequisite, Psychology, 1.

PEDAGOGY

NOTE: Courses marked (†) are primarily for senior college students.

5. RURAL SCHOOL MANAGEMEMT ..... 1/3 unit

Considerable time will be devoted to the consideration of the administration of the State Course of Study. Among the other important topics to be considered will be: The teacher, his qualifications,

duties and obligations to the children and community; school grounds, building and equipment; making the daily program; grading the school; school-room technique; school discipline.

6. Rural School Methods.....2/3 unit

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in the one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, numbers, language and natural history will receive detailed consideration. The organization, alternation and correlation of these subjects will be fully discussed.

7. Rural Life Problems.....1/3 unit

The purpose of this course is to give the teacher an appreciation of the special rural life problems with some knowledge to help in the solution of them. The more important topics to be considered are as follows: Personal hygiene; public hygiene; play and recreation; moral training; vocational education; boys and girls club work; the organization of the community for social and economic purposes.

8. School Administration.....2½ hours or 1/3 unit

Required of graduates of first class high schools. The following topics are treated: The location and construction of school buildings; organization and gradation of schools; problems of classroom management; the school board; the principal and special supervisors; the superintendent; the school and community.

This course is not open to graduates of Teacher-training Courses in high schools and to students who have completed Course 1.

9. Principles of Teaching.....2½ hours

Consideration will be given to the essential principles underlying and determining the whole educative process.

Prerequisites: Psychology 1, and School Administration.

10. The Elementary Course of Study.....2½ hours

This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study.

Prerequisites: Psychology 1, and Pedagogy 7 and 8. This course is not open to graduates of Teacher-training Courses in high schools.

11. High School Problems.....2½ hours

This course will consider the history, aims and methods of secondary school teaching; also, the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

12. History of Education.....5 hours

This course is required of all students on the general course. During the first term a detailed study will be made of Oriental, Greek, Roman and Medieval schools. The second term's work will consist of a special study of the great reformers during the modern period. The course will close with a brief study of modern school systems.

Prerequisites: Psychology 1, School Aministration, and Principles of Teaching.

13. History of Modern Elementary Education.....2½ hours

The whole purpose and scope of modern elementary education will be treated. The early Christian schools, the rise of the vernacular schools, the secularization of elementary education, the influence of some of our more important modern reformers on elementary school practices and present-day tendencies in elementary education will be taken up.

Prerequisites: Psychology 1, School Aministration and Principles of Teaching.

This course and 2½ hours' additional work in Education may be elected by students specializing in the 60-hour course instead of Course 11.

†14. Supervision of Instruction.....2½ hours

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will be devoted to observation and criticism of lessons as taught in the Training School and Normal. The third part will deal with some of the supervisor's important problems, such as: retardation of pupils; limitation of pupils; methods of promotion; vital school statistics; estimating the worth of a teacher. The course is open to principals, superintendents, and others preparing for the work of supervision.

Prerequisites: Psychology 1, School Administration and Principles of Teaching.

15. History of Education in Missouri.....2½ hours

This course will include a detailed study of the history and organization of the various types of schools in the state; for example, elementary schools, secondary schools, normal schools, colleges and universities, and special schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and the State Superintendent. Missouri School Law will also receive considerable attention.

†16. Modern School Systems.....2½ hours

The course will offer a somewhat detailed study of primary, secondary, higher, and professional education in Germany, France, England and the United States. A brief historical study will be made of

each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working, with some attention to the marked educational tendencies of each.

†17. Principles of Education.....2½ hours

A critical examination will be made of the more important problems of modern educational theory, such as the biological, psychological, ethical and sociological tendencies. The course will include lectures, class discussions and reports. The current pedagogical literature will be brought to the attention of the class.

†18. Ethics.....2½ hours

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined and the way in which different subjects of the curriculum may contribute toward moral development is considered.

19. Educational Sociology.....2½ hours

This course consists of lectures, recitations and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems. Among those considered will be the family, the church, the state, the social aspects of industrial organizations and the social functions of the school.

Note: Graduates of Teacher-training Courses may not take Elementary Psychology, School Administration, Observation, or the Elementary Course of Study for credit.

ENGLISH LANGUAGE AND LITERATURE

MR. COULTER, MISS BALL, MR. MARTIN, MISS TODD, MR. PARKER, MR. SKINNER.

Elementary Courses

1. First Year English.....1 unit

This is a course in literature, in written and oral composition, and in grammatical analysis, covering the work of three terms. The reading is from Irving, Longfellow, Dickens, Franklin, Scott, and Goldsmith. In the composition work emphasis is placed upon oral and written themes in brief narrative form. The work in analysis is done in connection with the themes and is intended to show the student his weakness in expression, and effective methods of correction.

1a. Oral English.....1/3 unit

Optional in the third term of the first year or first term of the second year for those whose written work has been satisfactory.

2. Second Year English.....1 unit

Reading of four to six authors each term; narrative, descriptive, and expository devices studied. Considerable work in oral composition. Themes in the form of story, description, and criticism of authors read.

3. Third Year English.....1 unit

This course continues the work of Courses 1 and 2. The reading for this year will be in biography, and in English and American authors.

3a. Oral English.....1/3 unit

Optional in the last term of the second year or in the third year for those whose written work has been satisfactory.

4. Fourth Year English.

4a. Americal Literature.....2/3 unit

Courses 1, 2 and 3, prerequisites. This course presents the American writers not only as artists and producers of literature, but also as thinkers and leaders of thought in their times. It is an introduction to the history of the development of culture in America.

4b. Rural School Methods in English.....1/3 unit

Advanced Normal School Courses

Note: Courses marked (†) are primarily for senior college students.

5. Composition.....7½ hours

The aim of the course is to give reasonable knowledge of correct English idiom and to present methods for conducting composition classes.

6. Journalism.....2½ hours

This course is open to those who have completed the required composition work. The class in journalism issues the Normal Student. The members get drill in newspaper work of various kinds, and a type of experience which will be of value to them if they are called upon to supervise a school paper.

Note: The required work in composition is prerequisite for Course 6 and for all the following courses in English.

7. History of English Literature.....5 hours

This course has to do with the literary movements in English literature from the earliest times to the close of the nineteenth century. The course aims to be supplementary to the high school course in English literature.

8. Methods in Reading ..... 2½ hours

This course will deal with methods of teaching reading in the elementary grades. Practice will be given in oral reading, dramatic reading, oral reproduction of stories, and dramatization. The work will be designed to meet the needs of those who intend to teach or supervise in the elementary schools.

9. Shakespeare ..... 2½ hours

Prerequisite: Course 7, or its equivalent. The purpose of this course is to give the student a knowledge of Shakespeare's dramatic power. Several plays will be read intensively. Others will be assigned for reading out of class.

10. Victorian Poets ..... 2½ hours

A close study of the characteristics of the literary movement which centers around the middle of the nineteenth century.

11. American Poets ..... 2½ hours

This course is intended to supplement the high school work in the American literature and give a broader knowledge of the greater American poets.

12. Principles of Language ..... 2½ hours

This course is open to all applicants for the Regents' Certificate who have had work equivalent to high school graduation. It is an advanced course in grammar, and in methods of teaching grammar and composition in the upper grades and the high school.

†13. Principles of Criticism ..... 2½ hours

Prerequisite for this course is one of the following: 7, 9, 10, 11, or work in literature satisfactory to the instructor.

14. Juvenile Literature ..... 2½ hours

This course emphasizes: (1) Familiarity with various types and grades of literature for children. (2) Principles of selection of children's books. (3) Methods of presentation.

15. Wordsworth and the Lake Poets ..... 2½ hours

Special attention is given to the influence of the economic and social theories of the late eighteenth century upon these poets.

†16. Tennyson ..... 2½ hours

A reading of the Idylls of the King, and In Memoriam, along with many of the shorter poems. The object is to show Tennyson as an interpreter of the thought and life of the England of his time.

†17. Origin and Development of the Modern Drama ..... 2½ hours

The development of the liturgic drama in England until its decline in the Sixteenth Century. The development of the Elizabethan drama from the dramatic prelusions of the Masters of the Chapel Royal.

18. Contemporary Literature.....2½ hours

Reading in the characteristic American and European fiction, essay, poetry and drama of the past twenty years.

†19. The Epic.....2½ hours

A comparative study of the various epics, with special stress on the English epics.

20. The English Novel.....5 hours

Two quarters, which may be elected separately. The course gives a complete view of English prose fiction. The work of the first term closes with Scott. The second term presents the nineteenth century novel after Scott.

†21. Browning.....2½ hours

The more significant of his poems are read in the order of their writing, and an attempt is made to present something of the development of Browning's ideas and literary methods.

Special Courses in Oral English

22. Reading.....1 term, 2½ hours

This course is intended to aid the student in the development of a clear, strong voice, and its use in correct articulation; the expression of simple emotions, both in conversation and in the oral interpretation of the printed page. There is some discussion of methods of teaching reading in the rural and elementary schools.

23. Advanced Reading.....1 term, 2½ hours

This course is offered to those students who have completed Course 22, or its equivalent. It is an advanced course in the art of oral expression.

24. Public Speaking.....2½ hours

In this course students are taught the basic principles of effective speaking from the constructive as well as from the oral standpoint. Frequent briefs and themes are required, and as much practice as possible in extemporaneous and prepared speeches is given.

FRENCH

MISS HARRIS.

Elementary or French Courses

1. First Year French.....1 unit or 7½ hours

1a. First Quarter. Francois' Nouveau Cours Francais. Lessons I-XX, and the regular verbs. Reading Les Plus Jolis Contes des Fees. Dictation and conversation based on texts. 1/3 unit or 2½ hours.

1b. Second Quarter. Francois' Nouveau Cours Francais. Lessons XX-XL. Reading Le Petit Robinson de Paris and Le Francais et Sa Patrie. Conversation and dictation. 1/3 unit or 2½ hours.

1c. Third Quarter. Irregular verbs. Reading Le Voyage de Monsieur Perrichon and Le Francais et Sa Patrie continued. Conversa- and composition. 1/3 units or 2½ hours.

2. Second Year French.

Prerequisite: Course 1.

2a. First Quarter. Composition and conversation. Reading Hugo's Les Miserables and Daudet's Contes Choisis. 1/3 unit or 2½ hours.

2b. Second Quarter. Composition, dictation, conversation; reading Moliere's L'Avare and Daudet's Tartarin de Tarascon. 1/3 unit or 2½ hours.

3b. Third Quarter. Dictation and conversation. Reading Sand's La Petite Fadette and Dumas' Les Trois Mousquetaires. Labiche and Martin's Poudre aux Yeux is read outside of class and a resume of it written in French. 1/3 unit or 2½ hours.

Advanced Courses

3. Third Year French.....7½ hours

Prerequisite: Course 2. History of French literature since the Sixteenth Century. Selections are read from Corneille, Moliere, Racine, Madame de Sevigne, Voltaire, Hugo, De Vigny, and Rostand.

More advanced courses in French will be given if there is sufficient demand.

GERMAN

MISS HARRIS.

Elementary or Advanced Courses

1. First Year German.....1 unit or 7½ hours

1a. First Quarter. Lessons I-XV in Bagster-Collins' First Book in German. Dictation and conversation. 1/3 unit or 2½ hours.

1b. Second Quarter. Lessons XV-XXVI in Bagster-Collins' First Book in German. Conversation, dictation and memory work. Reading Seeligmann's Altes und Neues. 1/3 unit or 2½ hours.

1c. Third Quarter. Bagster-Collins' First Book in German, finished. Conversation, dictation and memory work. Reading Seidel's Der Lindenbaum, or equivalent, and Gerstaecker's Germelshausen. 1/3 unit or 2½ hours.

2. Second Year German.....1 unit or 7½ hours

2a. Composition and conversation based on Pope's German Composition. Reading Hauff's Tales and part of Bacon's Im Vaterland. Prerequisite: Course 1. 1/3 unit or 2½ hours.

2b. Composition and conversation. Reading Schiller's Der Neffe Als Onkel, Arnold's Ein Regentag auf dem Lande, and part of Bacon's Im Vaterland. 1/3 unit or 2½ hours.

2c. Dictation and conversation. Reading Schiller's Wilhelm Tell, Moser's Der Bibliothekar, and Im Vaterland. 1/3 unit or 2½ hours.

Advanced Courses

3. Third Year German.....7½ hours

Prerequisite: Course 2.

3a. Advanced composition. Reading Freytag's Die Journalisten, Goethe's Hermann und Dorothea, Heye's Die Hochzelt auf Capri.

3b. Exercises in sight translation; conversation; reading Arnold's Aprilwetter and Baumbach's Der Schwiezerohn.

3c. Sight translation; conversation; short papers in German. Reading Schiller's Die Jungfrau von Orleans and Lessing's Minna von Barnhelm.

4. Fourth Year German.....7½ hours

4a. Advanced composition and conversation. Reading Schiller's Das Lied von Der Glocke, and Sudermann's Frau Sorge. Another classic is read outside of class and a report of it written in German.

4b. Advanced composition and conversation; reading Schiller's Maria Stuart and Heine's Die Harzreise; exercises based on Lambert's German Idioms. Another classic is read outside of class and a report written in German.

4c. Lambert's German Idioms finished; conversation; reports written in German of newspaper articles. Reading Lessing's Nathan der Weise. Another classic is read outside of class, and a report of it written in German.

5. Modern German Literature.....7½ hours

Intensive study of modern dramatists and novelists.

6. Teacher's Course.....2½ hours

This course includes a thorough review of German grammar and syntax, a reconsideration of methods and examination and discussion of textbooks. Prerequisite: Courses 1, 2, 3.

Note: At least *three quarters* of work in French or German must be taken to count toward graduation.

HISTORY

MR. McCLURE, MISS RUNYON, MR. BASS.

Elementary Courses

1. ANCIENT HISTORY.....2/3 unit

1a The Orient and Greece. 1/3 unit. A study of the development of organized governments, industries, manners and customs of the life in the Nile and the Tigris-Euphrates valleys. The essentials of the history of Greece with special emphasis upon the cultural and social phases.

1b. Rome. 1/3 unit. The essentials of the history of Rome and the beginnings of the Barbarian Kingdoms. Special attention is given to the social and economic development.

2. MEDIEVAL AND MODERN HISTORY. (Prerequisite: Course 1)....1 unit

2a. Medieval. 1/3 unit. The work is based on Robinson's Western Europe and Readings in European History. It covers the beginnings of European nations, the growth of Christianity and ecclesiastic control, and the period of the Crusades and explorations.

2b. Modern History to the French Revolution. 1/3 unit. The Feudal system, the Renaissance, the development of towns, and the period of the Reformation will be fully treated.

2c. Modern History to the Present Time. 1/3 unit. The French Revolution, the growth of the kingdom of Italy and the German empire, the industrial revolution of the last century and the history of recent times will be studied.

3. AMERICAN HISTORY AND GOVERNMENT.....1 unit

3a. Colonies and Nation. 1/3 unit. This course, which extends to about 1830, considers the colonial period briefly and emphasizes the formation and growth of the new republic as a nation.

3b. Division, Reunion and Development. 1/3 unit. The periods of disunion and reconstruction are followed by a study of the political and industrial development extending to the present time.

3c. Government of the State and Nation. 1/3 unit. An analysis of the structure and working of government in state and nation.

It is recommended that where possible students continue their Medieval and Modern History as a preparation for American History.

4. ENGLISH HISTORY.....2/3 unit or 5 hours

(Prerequisite: Two years of history.)

4a. The Development of the English Nation. 1/3 unit or 2½ hours. The growth of national unity and the development of absolute monarchy are traced from the beginnings through the early Tudor period.

4b. The Empire of Great Britain. 1/3 unit or 2½ hours. The growth of the spirit of democracy, of territorial possessions, of trade and industrial expansion are followed to the present time.

Advanced Courses

NOTE: Courses marked (†) are primarily for senior college students.

†5. ENGLISH CONSTITUTIONAL HISTORY.....2½ hours

A study of the present government of English people, including political parties and party organizations. Lowell's "The Government of England" is used as a text. Prerequisite: Course 4.

6. ADVANCED AMERICAN HISTORY.....10 hours

6a. Colonial History. 2½ hours. This course, extending to 1763, gives particular attention to the beginnings and growth of settlements, and to the development of colonial government. In addition to lectures and textbooks, collateral reading and topics will be required.

6b. Formation of the Union. 2½ hours. This course extends to about 1830, and emphasizes the formation and development of the Union. As far as possible, source material will be used. Lectures, quizzes and topics.

6c. The Civil War and Recent Development. 2½ hours. Stress is placed upon the Civil War, Reconstruction and recent political, social, and industrial problems.

†6d. Advanced Civil Government. 2½ hours. A study of local, state and national government as a whole. The machinery of government is considered, but emphasis is given to the functions of government under American conditions.

7. THE HISTORY OF MISSOURI.....2½ hours

A study of local and state history. The settlement, types of people, constitutional development, and importance of Missouri in the great national movements are emphasized. Special treatment of the social and industrial conditions.

8. ADVANCED EUROPEAN HISTORY.....10 hours

8a. Advanced European History. 2½ hours. A study of Medieval Institutions and the Reformation from the sources and extended histories. Prerequisite: Medieval and Modern History.

8b. Advanced European History. 2½ hours. Periods of the Reformation and the French Revolution. Sources and library references used in the preparation of topics and papers.

8c. Nineteenth Century History. 2½ hours. The development of industrial, social, and political Europe during the last century is the subject of this course.

8d. Advanced European History. 2½ hours. Comparative study of Governments of Europe. France and Germany are used as a basis for comparison and for studying the life of the people with reference to new ideas of government.

†9. Current History and Methods.....2½ hours

A study of present political and social movements from periodical literature. Prerequisite: All the required history.

10. History of the Hebrew People.....2½ hours

A study of the life and institutions of this peculiar people, with special reference to their influence upon modern civilization.

†11. Latin America.....2½ hours

A study of the political, social and economic conditions of the South American countries.

12. Methods of Teaching History.

12a. Methods of Teaching History in the Grades. 2½ hours. This course will include subject matter and methods for the study of history in the grades. Special attention will be given to the use of illustrative material, devices for impressing facts and methods of organizing these in an orderly way.

12b. Methods of Teaching History in High School. 2½ hours. A course designed for students who specialize in history and who expect to teach in high school.

LATIN

LURA L. LEMMON.

Elementary Courses

1. Beginning Latin.....1 unit

1a. First Term. Lessons 1-26 in D'Ooge's Beginning Latin.
1b. Second Term. Lessons 26-58 in D'Ooge's Beginning Latin.
1c. Third Term. D'Ooge's Beginning Latin completed.
Outlines of Latin Grammar, published by the department, are used throughout the year.

2. Review of Beginning Latin.

For students who are taking this as the last quarter of Course 1, the credit is 1/3 unit. For students who have no credit in Latin in this school and are taking it as a review, the credit is one unit.

The texts used are the same as in Course 1.

3. Caesar and Prose Composition.....1 unit

Attention throughout this course is given to syntax and to sentence structure. Allen & Greenough's Cæsar. Bennett's Grammar.

3a. Twenty-five lessons in Abbott's Prose Composition. Book II.
3b. Book I.
3c. Books III and IV.

Advanced Courses

4. Advanced Latin Grammar and Prose Composition.....5 hours

The writing of illustrative Latin sentences continues throughout both terms. Jones' Latin Prose Composition, Bennett's Latin Grammar, Outlines of Latin Grammar, published by the department. Prerequisites: Courses 1 and 3.

4a. A thorough study of forms and their development; the syntax of the verb.

4b. The syntax and classification of the noun and pronoun.

5. Sallust's Jugurtha.....2½ hours

A finished English translation is required, together with a study of the peculiarities of Sallust's style. Chase & Stuart's Sallust. Prerequisite: Course 4.

6. Cicero's Orations Against Catiline and for the Poet Archias.....5 hours

A detailed study of Cicero's style, sentence structure and syntax, also of his life and character. D'Ooge's Cicero. Prerequisite: Course 4.

7. Vergil's Aeneid.....7½ hours

Prerequisite: Course 4.

7a. Book I with a detailed study of scansion, syntax and figures.

7b. Books II, III and IV.

7c. Books V and VI, with a study of the entire poem as a literary classic. Comstock's Vergil.

8. Tacitus—Germania and Agricola.....5 hours

Attention is given to the author's style and to the literary and historical value of his work. Gudeman's Tacitus.

Given in the Summer Term only.

9. Cicero's Essays—De Senectute and De Amicitia.....5 hours

Attention is given to Cicero's temperament and literary work. Bennett's texts are used.

11. Teachers' Course in Cæsar.....2½ hours

Historical setting as well as methods.

MATHEMATICS

MR. SCARBOROUGH, MISS KENNEDY, MR. URBAN.

Elementary Courses

1. ELEMENTARY ALGEBRA.....1 unit

This includes the mathematics given during the first year, and is intended for those who have finished the eighth grade or rural school course.

1a. This includes the ordinary operations of addition, subtraction, multiplication and division, together with some practice in the use of the simpler equations.

1b. Factoring and its applications to the simpler quadratic equations, fractions, linear equations involving two unknown, and fractional equations of the first degree.

1c. Reviews and extension of work in the topics given in 1a, with special reference to literal notation, square root, radicals, simpler forms of quadratic equations, including one and two unknown.

2. HIGH SCHOOL ARITHMETIC.....1/3 unit

This course is designed for persons who have taken one year of algebra. The use of the equation should be understood in order to appreciate the methods of solving problems in arithmetic. The laboratory is used constantly in this course. Given every term.

3. PLANE GEOMETRY.....1 unit

3a. Rectilinear figures and circles.

3b. Proportion, similar figures, and areas.

3c. Regular polygons, areas of circles, and the practical application of plane geometry.

Required of all students. Prerequisite: Course 1.

4. THIRD YEAR MATHEMATICS, ALGEBRA.....2/3 unit

Special attention will be given to the more advanced phases of the topics studied in Course 1. Prerequisites: Courses 1 and 3.

4a. Equivalent equations, simultaneous equations, graphical representation, theory of exponents, radicals, quadratic equations in one unknown.

4b. Theory of roots of quadratic equations, quadratic equations in two unknowns, ratio and proportion, inequalities, logarithms, some work in a few simple series and the binomial theorem.

Advanced Courses

5. SOLID GEOMETRY.....2½ hours

The laboratory method will be used in much of this work. The topics usually given in a course in Solid Geometry will be included.

Prerequisites: Courses 3 and 4.

6. Plane Trigonometry.....2½ hours

Much practical work will be done in connection with this course. The laboratory is supplied with a good transit and other apparatus for making all necessary measurements.

Prerequisites: Courses 3 and 4.

7. Analytical Geometry.....5 hours

The purpose of this course is to give the pupil the geometrical interpretation of Algebra. This subject is necessary in order to appreciate the true meaning of the graph in elementary algebra.

Prerequisite: Course 6.

8. College Algebra.....2½ hours

This course is designed as a preparation for higher work in mathematics, and special attention will be given to a discussion of series.

9. Theory of Equations.....2½ hours

This will include Determinants as well as the Theory of Algebraic Equations. Prerequisite: Course 7.

10. Calculus.....5 hours

10a. Differential Calculus and its application.

10b. Integral Calculus and its application.

11. Teachers' Course in Mathematics.....2½ hours

This course includes a discussion of the teaching of arithmetic, algebra and plane geometry, as required in the usual high school course. The *correlation* of subjects and laboratory methods form an important part of the course.

12. History of Mathematics.....2½ hours

This course includes the study of the development of the various topics included in the ordinary high school course, together with a study of some of the men who have contributed largely to the development of the Science of Mathematics.

13. Astronomy.....2½ hours

This includes both descriptive and mathematical Astronomy. The course is open to high school graduates.

14. Surveying.....2½ hours

Much field work with the compass, level and transit will be required. Prerequisite: Course 6.

15. Industrial Mathematics.....2½ hours

This course will include various applications of Mathematics in the several industrial pursuits. Pupils should have a thorough knowledge of high school mathematics before taking this course.

PHYSICS

MR. MORRIS, MR. FOSTER.

1. General Science.....1 unit

It aims to furnish a fund of information that is applicable to everyday living, to train the student in observing and interpreting his environment, to lay a foundation for future science study and to acquaint the student with the method of science which is so widely used in all fields of inquiry. The project method will be used extensively, and the problems selected will be physical and biological.

2. Elementary Physics.....1 unit

The first third deals with fundamental units of measurement, force, motion, work, energy, simple machines, pressure of liquids and gases and some fundamental properties of matter. The second third deals with heat, sound and light. The third part deals with electricity.

The aim is to teach the principles of physics and to show how they are vitally related to the common daily activities of the student. The laboratory work (two hours weekly) is thoroughly practical.

Note: One class in elementary physics will be offered each term for first year students of the Rural School Course. It will aim to train the student in observing and interpreting his physical environment. Special attention will be given to elementary household and farm physics.

Advanced Courses

3. Mechanics and Properties of Matter.....5 hours

The topics considered in the first third of Course 2 will be treated in a more extensive manner; and in addition circular motion, pendulums, determination of g, impact, moment of inertia, attraction, elasticity, and surface tension will be considered. The aim is to treat Mechanics as a physical science. As many physical phenomena are explained in terms of motion, this course is fundamental. The laboratory work is based on Ames and Bliss's Manual. Prerequisite: Course 2, or its equivalent, and plane trigonometry.

4. Heat.....2½ hours

The essential things in this course are nature of heat, conduction, radiation, and thermodynamics. Thermometry, calorimetry and change of state will also receive some consideration. The laboratory work is based on Ames and Bliss's Manual. Prerequisite: Physics 2.

5. Electricity and Magnetism.....7½ hours

This course aims to familiarize students with the principles of electricity and their practical application. One of the essential things in a course like this is to become thoroughly familiar with electric cir-

cuits (alternating and direct) and magnetic circuits. After this has been accomplished considerable attention will be given to dynamos, motors and transformers. The newer phases of the subject, as conduction through gases, the relation of electricity and matter, etc., will receive some attention. The laboratory work will deal with the measurement of resistance, electromotive force, capacity and inductance. Prerequisites: Course 2, or its equivalent, and plane trigonometry.

6. Sound and Light.....2½ hours

The first part of this course will consist of a study of vibration, wave-motion, resonance, interference, etc. The work in light will deal with the nature and velocity of light, lenses and prisms, interference, diffraction, spectra, polarization, etc. Prerequisite: Physics 2 and plane trigonometry.

7. General Science for Teachers.....2½ hours

General Science has been widely adopted by the high schools during the past two years. Because of this, there is a great need of teachers in this subject. This course is offered to meet this need. It will deal with the following: The science movement during the past twenty years; the need of General Science in the high school; the method of presenting it; the content of a high school course in General Science; laboratory experiments and equipment; a critical study of three of the best texts. Prerequisite: Fifteen hours of science. Primarily for senior college students. Summer term only.

Note: Courses 3, 4, 5 and 6 are elective in the Advanced Normal School Course. They are specially designed for persons expecting to teach high school physics. Courses 3, 4 and 5 will be very useful to students expecting to enter technical schools.

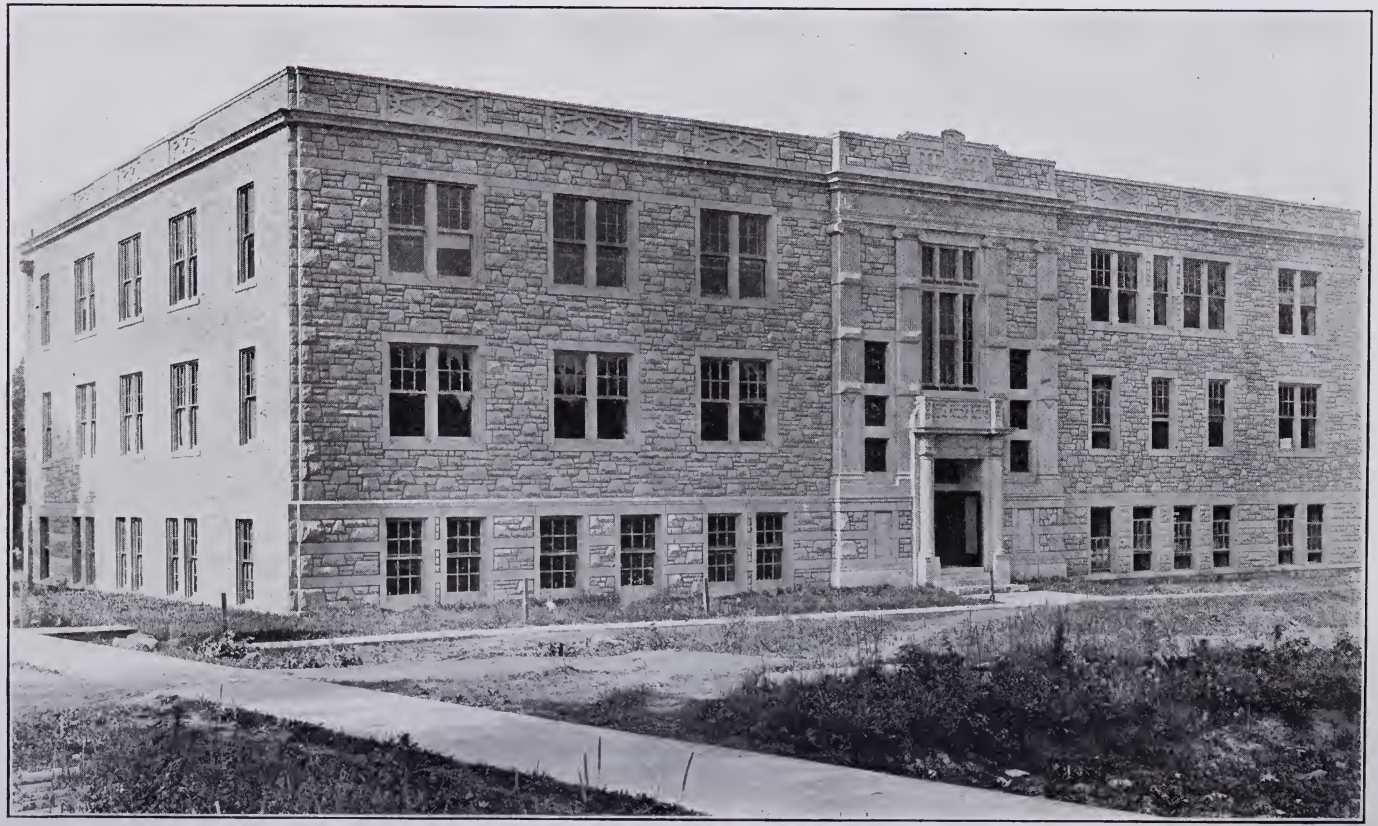
TRAINING SCHOOL

MR. CRISSMAN, MISS ETTMUELLER, MISS RICHARDS, MISS ARNETT, MISS BENNETT, MISS DENNIS, MISS SCOTT, MISS BLYTHE.

Three things are necessary in the preparation of a teacher. (a) Academic knowledge. (b) Professional principles. (c) Skill in the application of these principles. To give the last is the function of the Training School.

In the Training School the student-teacher has an opportunity to begin his teaching under the direction of a judicious and sympathetic critic. Thus he is enabled to escape many of the mistakes of the untrained teacher and to fix good methods of instruction and government.

The supervisors of the Training School are selected because of their special fitness for directing the work of students and teachers in their respective grades. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is made to give full play to the teacher's originality. We do not wish teachers to



THE NEW TRAINING SCHOOL BUILDING.

have the indelible impress of this institution upon them as distinct from all others. On the contrary, the plan is to develop resourcefulness and adaptability in the teachers.

As far as possible, all Training School teachers are required to have a term of observation, criticism and plan writing, so that they know what good teaching is and can write a good lesson plan before they actually take charge of a class, thus avoiding all mere "practice teaching."

The Training School consists of the high school, grammar, intermediate, primary and kindergarten departments; and students are assigned to teach in departments best suited to their needs.

1. Elementary Teaching.....1/3 unit or 2½ hours

This is a course in observation, criticism, plan writing and such teaching as opportunity affords. The Superintendent and all Supervisors will teach illustrative lessons. The range of subjects taught will comprehend practically all of the work offered in grades one to ten, inclusive. All lessons will be discussed under the direction of the Superintendent, and each student-teacher will be required to write plans for teaching of such lessons. This course is required of all candidates for the Regents' Certificate. If the Regents' Certificate is not taken out this course in observation should be taken the term preceding the first term of "Advanced Teaching." It counts as one of three terms of required teaching.

Prerequisites: Elementary Psychology and School Administration.

2. Advanced Teaching.....2½ hours

This is a course in teaching in one of the departments of the Training School. Every lesson taught must have careful preparation.

A written plan must be submitted to the Supervisor for criticism before the recitation. Practically every class exercise will be observed and criticised by the Supervisor. It is required of all students for the Sixty Hour Diploma.

Prerequisites: Elementary Psychology, School Administration, Principles of Teaching, and at least two Teachers' Courses.

3. Advanced Teaching.....2½ hours

This course is a continuation of Advanced Teaching. It is required of all candidates for the Sixty Hour Diploma. Prerequisite: Course 2.

4. Primary Methods.....2½ hours

This course is offered for those who are taking the special primary work and is required of those in the Specializing Course for Primary Grades. It consists of a study of the several subjects in the primary grades with special reference to the teaching of these subjects.

This course is taught by the Supervisor of the Primary Department and must be preceded by Elementary Psychology and School

Administration. Course 4 will be offered during the fall and spring quarters and Course 5 during the winter and summer quarters. The subjects considered in Course 4 are reading and nature study; in Course 5 are language, phonics, and arithmetic, including sense-training games.

5. Primary Methods.....2½ hours

This course is a continuation of Course 4.

6. Primary Methods (General Course).....2½ hours

A general course offered only during the summer and open to all, no prerequisites being required. This course includes a study of the primary subjects, reading, phonics, language, numbers, including sense-training games, nature study, and some hand work.

7. Kindergarten Theory.....2½ hours

Kindergarten Gifts, 1 to 5; "Education of Man" and "Mother Play;" songs and games. Occupations: sand table work, clay modeling, drawing. Prerequisites: Elementary Psychology and School Administration.

8. Kindergarten Theory.....2½ hours

Kindergarten Gifts, 5 to 8; "Education of Man," "Mother Play," "History of the Kindergarten," Vandewalker. Occupations: cutting, tearing, folding, construction work. Prerequisite: Course 7.

9. Kindergarten Theory.....2½ hours

"Froebel's Educational Laws," Hughes. Program work: Mother Play; Gifts completed. Occupations: sewing, card lacing, weaving. Prerequisite: Course 8.

10. Kindergarten-Primary Teaching.....2½ hours

Gift and game work, observation, monitorial work and connecting class teaching.

11. Kindergarten-Primary Teaching.....2½ hours

Occupations: beginning story-telling, music and rhythm work, observation.

12. Kindergarten-Primary Teaching.....2½ hours

Students are required to take full charge of the entire work of the Kindergarten and work out any problems which may be assigned.

13. Special Teaching and Practical Supervision.....7½ hours

This course is open only to students taking the "Supervisors' course in Elementary Schools," and to a very limited number, not more than six per year. No one will be eligible whose academic record is not

high and whose professional work averages below "A." Applicants for this course should have two or more years of successful experience. Permission to take this course must be secured from the Superintendent of the Training School.

14. Child Welfare.....2½ hours

This course aims to give the teacher an intelligent appreciation of many problems that relate the home to the school in dealing with the physical, mental, moral and social welfare of the child.

NOTE: No credit shall be given for teaching experience gained as a teacher receiving a salary. If it seems probable that an experienced teacher cannot take with profit any required courses in observation or practice teaching, he should be excused from such courses and required to elect an equal amount of academic or professional work.

THE TECHNICAL DEPARTMENTS

DEPARTMENT OF COMMERCE

MR. ELLIS.

Elementary Courses

1. Penmanship.....½ unit

1a. First Term. 1/6 unit. Proper position of the body, pen and paper; systematic exercises developing both movement and form; letters and simple combinations; principles of writing. Outside work required, which is carefully criticised.

1b. Second Term. 1/6 unit. Special attention is given to letter forms; details closely studied; outside work is required.

1c. Third Term. 1/6 unit. Careful work on letters of very difficult combination, movement and form carefully observed; theory of letter form, blackboard practice and the filling in of prepared business forms is required. Students taking work in this quarter will be given a chance to correct work submitted by first quarter students.

2. Bookkeeping.

This work is introduced by a study of the theory of debits and credits and the simpler methods of recording business transactions.

2a. First Term. 1/3 unit. Theory of debits and credits; ruling, principles of accounting and their application; journalizing, posting; taking trial balances, closing the ledger; use of commercial papers; sales-book, purchase-book and cash-book are introduced.

Advanced Courses

3. Bookkeeping.....5 hours

3a. First Term. 2½ hours. Statement of accounts; partnership set; notes and drafts are introduced.

3b. Second Term. 2½ hours. Corporation accounting; special columns in cash-book. A limited amount of office practice is given in each quarter.

4. Farm Accounting Course.....1¼ hours

The objects of this course are (1) an exhibit of the cost of reproducing each of the farm products, (2) the returns derived from their sale or use, (3) the general value and progress of the business.

This is a one-term course offered each term in the year, and designed for students of agriculture.

5. Typewriting.....6¼ hours

This course is open to students in the Advanced Normal School Courses only. The "touch" method is carefully followed; the text, "Rational Typewriting," prepared by Rupert P. Sorelle, is used throughout the year. Typewriters with blind keys and keyboard shields are used. By this method only touch operators are produced. The care and the mechanism of the machine receive attention, and for those intending to teach, special work in method and practice is given.

5a. First Term. 1¼ hours. Position of body at the machine; mastery of the keyboard; accuracy and uniformity of touch; centering; fingering.

5b. Second Term. 1¼ hours. Continuation of work of first term, paying special attention to accuracy and learning the various parts of the machine and their uses.

5c. Third Term. 1¼ hours. Continuing with second term work together with tabulation, carbon copying. Students in this quarter will be allowed to do practical work, thereby increasing their speed and confidence.

5d. Fourth Term. 1¼ hours. This is work for students specializing in the Commerce Department, and will consist of transcribing from shorthand dictation; cutting stencils; mimeographing, etc.

5e. Fifth Term. 1¼ hours. Continuation of 5d, with the emphasizing of speed both in transcribing and operating the typewriter.

6. Stenography.

Students taking shorthand are requested to enroll for one period of typewriting per day. Five terms are required in this subject for students specializing in the Department of Commerce. The Gregg system is taught. Open to students of Advanced Normal School Courses only.

6a. First Term. 2½ hours. A careful study of the manual; drills on word signs; phrasing; dictation exercises; shorthand penmanship; individual instruction.

6b. Second Term. 2½ hours. Completion of the manual dictation from various phases of commercial work; close attention given to accuracy of outlines; shorthand penmanship; frequent reviewing of principles, etc.

6c. Third Term. 2½ hours. Reviewing; abbreviation and speed; reading from Gregg Shorthand Reader; beginning letter drills.

7. Stenography (Continuation of 6).....5 hours

For students specializing in the Department of Commerce or for those desiring to master the art of stenography. This work will be given two terms and will consist of the more difficult shorthand reading and dictation matter. Dictation of business correspondence, newspaper articles, lectures, etc.

8. Commercial English.....2½ hours

The object of this course is to give the student a knowledge of plain usable English and how to apply it practically. Nothing can be of greater value than the ability to express ideas briefly, emphatically and courteously, and since this power can best be acquired by the actual doing of it, close attention is required. The work is introduced by a study of sentence structure, punctuation, capitalization and the proper use of words. Spelling is emphasized and made exceedingly practical since attention is paid to words actually used. Most of the time, however, is devoted to the application of English in the various phases of correspondence. Letters touching upon every situation in commercial and social life, placing particular stress upon the composition and elements of technique, are written and studied in detail. In connection with this work the important features of the Postal Rules and Regulations are observed.

9. Commercial Arithmetic.....2½ hours

The field covered includes, besides other minor elements, fractions, quantity, price and cost, bills and accounts, practical measurements, percentage and its application to commercial discounts, gain and loss, commission, interest, present work and true discount, bank discount, partial payments, equation of accounts, stocks and bonds, insurance, taxes, custom house business, exchange, sharing, ratio and proportion, and storage.

DEPARTMENT OF COMMERCIAL SUBJECTS

Two-year (Sixty-hour) Course for students preparing to teach the Commercial subjects:

Education	22½ hours
Commercial Subjects	17½ hours
Academic Electives	20 hours
Total	60 hours

DEPARTMENT OF FINE ARTS.

MISS SHANNON, MISS HARWOOD.

Elementary Courses

1. BEGINNING DRAWING ..... 1/6 unit

General freehand drawing with pencil and crayon and beginning water color work.

2. ELEMENTARY PERSPECTIVE ..... 1/6 unit

Prerequisite: Course 1. Continuation of pencil and color work, elementary perspective, including the drawing of interiors and exteriors of buildings.

3. BEGINNING DESIGN ..... 1/6 unit

Prerequisite: Course 1, or its equivalent. The study of the elementary principles of design with some applied work.

4. LETTERING ..... 1/6 unit

Prerequisite: Course 1. A study of the principles of good lettering. The making of simple posters, programs, etc.

5. COLOR HARMONY ..... 1 term, 1/3 unit

Prerequisite: Course 1. Study of the color circle, hue, value and intensity of color. Application of color schemes to simple costumes, and in the making of simple articles for the home. Outside work required.

6. ELEMENTARY BOOKBINDING ..... 1 term, 1/3 unit

The making of booklets, story-covers, memorandum pads, etc. Outside work required.

7. CHARCOAL, CRAYON AND BLACKBOARD SKETCHING ..... 1/6 unit

Rapid sketching from objects and from nature. Emphasis placed on crayon sketching for public school work. Imaginative sketches for use in illustrative work.

Advanced Courses

Note 1: The first three courses are planned for those students who are on the advanced course, but who have had no previous training in drawing or color work. Students who have had the beginning drawing should consult with the head of the department before electing these three courses. Students on the general course may elect "Theory and Practice of Teaching Drawing" as a Teachers' Course.

Note 2: Courses marked (†) are primarily for senior college students.

8. Brush and Pencil Sketching.....1 term, 1¼ hours

Drawing and color work from objects and nature. Realistic and decorative treatment of subjects.

9. Composition and Perspective.....1 term, 1¼ hours

Prerequisite: Course 8. Much time given to the study of good composition and to careful drawing of buildings.

10. Design.....1 term, 1¼ hours

Prerequisite: Course 1 or 8. Stenciling, block-printing and other work in applied design. Outside work required.

11. Advanced Drawing.....3 terms, 3¾ hours

Prerequisites: Courses 8 and 9.

(*a*) Illustrative work, charcoal drawing, memory sketching.

(*b*) Advanced perspective and decorative compositions.

(*c*) Decorative designs for pottery, china, leather, wood carving, metal work, etc.

12. Theory and Practice of Teaching Drawing.....2½ hours

Prerequisite: Courses 8 and 9. A teachers' course.

†13. Cast Drawing.....1 term, 2½ hours

Prerequisite: Courses 11(a) and 11(b). The work is planned primarily for students specializing in Art. Others may elect this course by permission of head of the department.

14. Dress Design.....2½ hours

Prerequisite: Courses 8 and 10 or the equivalent. The planning and drawing of costumes, the careful consideration of color harmony, rhythm of line, etc. Outside work.

15. Interior Decoration.....2½ hours

Prerequisite: Courses 8 and 9. Sketches of interiors with careful planning of color schemes, taking into consideration curtains, rugs, furniture, etc. Outside work.

16. Commercial Design.....2½ hours

Prerequisite: Course 8. The study of posters and advertisements and the designing of posters, programs, etc.; also careful lettering.

†17. Special Problems.....2½ hours

Prerequisite: Course 11. A course designed to meet the needs of students who are specializing in drawing.

18. Advanced Bookbinding.....2½ hours

Many books actually made; also the study of how book problems can be made a practical part of public school work. Outside work required.

†19. History of Art.

(*a*) History of Architecture and Sculpture.....2½ hours
(*b*) History of Painting.....2½ hours

†20. Pen and Ink Sketching.....2½ hours

A course for specializing students and for those who have had enough advanced work to make sketches for the school annual.

HOME ECONOMICS

MISS STREETER, MISS HARSELL.

Elementary Courses

Elementary Sewing.....1 unit

Elementary Cookery (with Training School Classes).....1 unit

All courses offered above are of high school rank and no credit will be given for them in the Advanced Home Economics Courses.

1. Food Preparation.....2 terms, 5 hours

This course consists of laboratory work and discussions of principles of food preparation; also, of lectures and recitations on food production, composition, cost and adulterations of food, etc. Prerequisite: Chemistry, 1. Suggested additional prerequisites: Physics and Botany.

Advanced Courses

2. Selection and Economic Uses of Food.....2 terms, 5 hours

This course takes up the study of foods on meal basis, considering relative costs and food values. Hundred caloric portions are studied. Individual work in planning and serving meals for definite cost is given.

3. Dietetics.....1 term, 2½ hours

A study of the fundamental principles of nutrition and their application to feeding of individuals and families under varying physiological, social and economic conditions. Prerequisites: Two terms of Food Preparation, Physiology, and Chemistry, 1.

4. Hand Sewing.....2½ hours

This course aims to prepare future teachers of Home Economics to handle correctly all detailed problems of plain sewing. The work is largely the making of illustrative models. Suggestions are given for the presentation of hand sewing in the grades and in the high school.

5. Machine Sewing.....3 terms, 7½ hours

This course makes practical application of the principles presented in Hand Sewing. Various methods of garment drafting are studied and applied in relation to public school work. Both plain sewing and dressmaking are done and the commercial patterns used.

6. Millinery.....1 term, 1¼ hours

This course includes the making of buckram and wire frames, milliners' folds, bows and plaiting and adjustment of trimming. A winter hat is made in the fall term and a summer hat in the spring term.

7. Textiles.....2½ hours

This course deals with the development of the textile industry, the rise of factories, the properties, composition and tests for adulteration of textiles, fibres, dyeing, the principles of laundry work and the hygiene of clothing. General chemistry is a prerequisite.

8. Household Management.....2½ hours

A general course designed to give practical knowledge concerning the administration of household affairs, including location, planning and furnishing of the home, care of each part, sanitation, organization of the household, system and division of the income.

9. Methods in Home Economics.....2½ hours

A teachers' course which deals with the various phases of Home Economics in elementary and high schools. It takes up the study of equipment, courses of study, lesson plans, special methods, and general scope of Home Economics work. Prerequisite: Ten hours of work in the department.

DEPARTMENT OF INDUSTRIAL ARTS

MR. AHRENS.

Two-year (60-hour) Course for students preparing to teach the industrial arts in elementary schools.

Department of Education	22½ hours
Industrial Arts	17½ hours
Academic Electives	20 hours
Total	60 hours

NOTE: Students in the Elementary Normal School Course looking forward to specialization in Industrial Arts should elect as a maximum two units of work in the Industrial Arts Department before undertaking the more highly specialized work in the Advanced Normal School Course. However, no credit will be given for this work in the Advanced Normal School Course; neither will credit be given Industrial Art (Manual Training) Courses taken in high schools.

The electives shall be in Applied and Industrial Physics, Chemistry, Mathematics and in such other subjects as the head of the Department of Industrial Arts may advise.

The five hours of Practice Teaching required shall be in the Industrial Arts.

Three-year (90-hour) Course for High School Teachers.

One year (30 hours) additional to the Two-Year Course.

Electives.....25 hours
Education..... 5 hours

NOTE: Electives in Industrial Arts and other subjects will be determined by the Head of the Department and the President of the Faculty.

1. INDUSTRIAL ARTS FOR RURAL SCHOOLS.....1 term, 1/6 unit

Five single periods per week. This course takes up problems suited to the needs of rural school and farm life. The construction is in different materials, and objects useful in the school and about the farm home are made.

2. ELEMENTARY WOODWORK.....1 term, 1/6 unit or 1¼ hours

Five single periods per week. Designed to give experience in the use and care of the principal woodworking tools at the bench, an insight into the technical processes involved in construction, an acquaintance with shop drawings, and to afford training in design and decoration of problems appropriate to school shops.

3. ADVANCED WOODWORK.....2/3 unit or 5 hours

Five double periods per week for two terms. A continuation of Course 2. More difficult problems in design and execution are attempted and special emphasis is placed on the techical processes involved. Wood finishing and polishing receive attention. This course also deals with projects illustrating the fundamental operations in turning between centers, face-plate work, chuck turning, turning in halfs, and polishing in oil and shellac. A study is also made of speeds suitable for turning various diameters; woods best suited to turning; planning of courses; methods of teaching; equipment. Prerequisite: Elementary Shop-work.

4. PATTERN MAKING.....1¼ hours

Five single periods per week for one term. A course in elementary pattern making in which a study is made of tools and materials used

in the industry, the making of patterns for solid and hollow castings, the principles of moulding and casting. Prerequisite: Courses 1 and 3.

5. Machine Woodworking.....5 hours

Five double periods per week for two terms. This course will teach the operation of power woodworking machinery. Emphasis will be placed on the manufacture of furniture and equipment for school purposes. Prerequisite: Courses 1 and 2.

6. Carpentry and House Building.....5 hours

Five double periods per week for two terms. A course covering the essentials of house construction. The work will comprise a study of materials, methods of joinery, house planning, design, construction and decoration. Prerequisite: Courses 1, 2 and part of 5.

METAL WORKING

7. Sheet Metal-Work.....1¼ hours

Five single periods per week for one term. This course offers instruction in sheet metal, such as iron, copper and brass. The processes include bending and joining, hammering and raising, sawing and filing, coloring and polishing. Designing of furniture fittings is a part of the course.

8. Forging.....2/3 unit or 5 hours

Five double periods per week for two terms. A course in design and construction in hand-wrought iron and steel. Course 7 is suggested as a prerequisite.

9. Machine-Shop Work.....2/3 unit or 5 hours

Five double periods per week for two terms. Tool-bench work is the first work in this course, followed by practice on the engine lathe and other standard machine tools.

10. Concrete and Cement Work.....1/6 unit or 1¼ hours

Five single periods per week for one term. This course is intended to give a working knowledge of materials for home and farm use.

DRAWING AND DESIGN

11. Mechanical Drawing.....2/3 unit or 5 hours

Five double periods per week for two terms. This course is planned to give a thorough grounding in the elements of the subject. The relation of the draughting room to the shop brings the student in close touch with practical problems.

12. Architectural Drawing..... 2/3 unit or 5 hour

Five double periods per week for two terms. This course deals with the elements of design, ornament and the classic orders. Plans and elevations of simple buildings are made. Students spend considerable time observing houses under construction, as the basis for study of building materials and methods of construction.

13. Construction and Applied Design.....2½ hours

Five double periods per week for one term. This course will deal with the fundamental principles of good construction, design, and appropriate decoration of projects in pottery, sheet metal, furniture, and other industrial arts materials. Demonstrations and laboratory work. Presupposes some knowledge of free-hand and mechanical drawing.

INDUSTRIAL ARTS EDUCATION

14. Industrial Arts for Elementary Schools.....2½ hours

Five periods per week, with preparation, one term. This course deals with the typical forms of the Industrial Arts applicable to the conditions in the elementary school. Studies are made of the processes involved in the manufacture of common things and the materials used in construction. The course also deals with the relation of the Industrial Arts to the other school studies, and to the Fine Arts, methods of teaching, cost of materials, and supervision of instruction. Prerequisites or parallels: Principles of Teaching, or Primary Methods, or Kindergarten Theory, and approved courses in the Industrial, Fine and Household Arts.

15. Industrial Education.....2½ hours

Five periods per week, with preparation, one term. A study of the meaning of Industrial Education, its history, growth and development, its problems, methods of teaching and supervision, correlation with other school subjects. The course presupposes Principles of Teaching and several courses in Industrial Arts.

16. Administration of the Industrial Arts.....2½ hours

Five periods per week, with preparation, one term. This course deals with problems of administration, supervision and direction of the practical arts in education. A study is made of tools and materials, cost of equipment and maintenance, courses of study, types of schools, and methods of organization and control. The course presupposes a grasp of educational problems and a technical knowledge of several of the industrial arts.

PUBLIC SCHOOL MUSIC DEPARTMENT

MR. SOLOMON, MISS HINSDELL, MR. MEYER.

Elementary Courses

1. ELEMENTARY MUSIC.....½ unit

1a. First Term. 1/6 unit. The work in this term consists of rote songs, ear training, rhythm, interval work, note singing, chord formation, written work, theory, major scales and two-part work.

1b. Second Term. 1/6 unit. Rote songs, ear training, new problems in rhythm, more difficult interval work, sight and chord formation, major and minor scales, written work, dictation, theory, two and three-part singing and transposition of simple melodies.

1c. Third Term. 1/6 unit. This course includes the singing of more artistic songs, advanced sight singing, theory, terminology and technical work, elements of chord formation, minor and chromatic scales. The class will be given a general outline of a course in music for the eight grades.

Advanced Courses

2. ADVANCED MUSIC.....2 terms, 2½ hours

This course consists of ear training, rhythm, interval work, note singing, chord formation, written work, theory, major and minor scales, dictation, transposition of melodies, terminology, technical work, and artistic singing.

3. METHODS IN MUSIC FOR PRIMARY GRADES.....2½ hours

This course includes the value and power of song in child life, rote songs to create interest, rote songs as a foundation and preparation for sight singing, game songs and their value in child life, motion songs, ear training, devices for developing the sense of rhythm and a good quality of tone; children singing out of tune, its cause and cure, treatment of monotones, sight reading, theory and devices for presenting written work. Text: Farnsworth.

4. METHODS IN MUSIC (Grammar Grades and High School)...2½ hours

This is a continuation of methods in music for primary grades. It takes up advanced sight singing, chromatic scales, major and minor keys, triads, chord construction, bass clef, three and four-part singing, chorus conducting, use of baton; practice conducting, artistic interpretation, concert work. Text: Farnsworth and Wooddell.

5. ORCHESTRATION.....2½ hours

This course prepares the student to organize school orchestras. Practical work in all orchestral forms is given. Text: Prout.

6. HARMONY.....10 hours

6a. First Quarter. 2½ hours. A complete exposition of the formation of scales, keys, signatures; classification and measurements of intervals; foundation of the harmonic system, chord foundation and successions; inversion of triads; harmonization of basic and perceptive faculties.

6b. Second Quarter. 2½ hours. Chord combination and harmonizations, continued in the major and minor modes; simple modulation; construction of the chords of the seventh, their melodic and harmonic tendencies in resolution; application of material and exercises; further development of the perceptive faculties.

6c. Third Quarter. 2½ hours. More exhaustive treatise of seventh chord, their inversions and resolutions; the augmented and diminished trials; formation, resolution and succession of secondary chords of the seventh; cadences, closing formulæ, harmonization of melodies and figured basses; ear training.

6d. Fourth Quarter. 2½ hours. Construction, resolutions and inversions of the chord of the ninth; diminished seventh; augmented sixth; altered and foreign chords; extraneous modulation; application of material in exercises; harmonic analysis; variety of structure; introduction and resolution of the suspension in all voices; anticipation, retardations; harmonization of chorals; more developed modulation; original work; analysis; unessential notes; sustained tones; organ point; essential and unessential dissonances; harmonic and melodic analysis; homophonic forms. The works of the great composers will be studied with a view of tracing the material presented. Text: Jadassohn's Elementary Principles of Harmony.

7. COUNTERPOINT.....2½ hours

Strict counterpoint after harmony. Designed to cultivate and stimulate musical ideas, develop melodic facility in writing and to illustrate the growth of musical composition. Text: Bridges and York's Counterpoint.

8. INSTRUMENTATION.....2½ hours

The nature, characteristics and treatment of the various instruments of the orchestra; the string quartette; orchestral accompaniment; the overture symphony; the cantata. Text: Prout.

9. MUSICAL FORM AND COMPOSITION.....2½ hours

Examination analysis and construction of all the principal fundamental forms. All forms will be illustrated. Text: Prout.

10. HISTORY OF MUSIC.....5 hours

Some knowledge of the origin and development of Music as an art is practically indispensable to one wishing to gain true musical understanding and appreciation. The subject is studied with the idea of

ascertaining events and their effect on the development of Music, rather than merely a study of names and dates. The work is divided into two terms. Pratt's History of Music.

10a. First Term. 2½ hours. Music of the Egyptians, Hebrews and Greeks; music of the Eastern races; the cause of the transformation; the minstrels of the North; the Troubadors; influence of the Christian church; old French, Gallo-Belgic and the Netherland schools; polyphonic school of Italy; musical notation and instruments.

10b. Second Term. 2½ hours. Music at the beginning of the seventeenth century; early Italian, French and German opera; dramatic song and oratorio; instrumental music; the romantic epoch and its makers; German, Italian and French opera and composers; later composers and performers of the present time.

11. Normal Chorus.....2½ hours

A good voice, a musical ear and ability to read music at sight are the requirements for entrance to this organization. All students making music their major subject are required to sing in this chorus.

Credit 2½ hours for 110 rehearsals.

12. Glee Club.....2½ hours

The glee club for men and the glee club for women have the same requirements for entrance as the Normal chorus and give the same credit.

13. Normal Band and Orchestra.....2½ hours

Private instruction is given on any band or orchestral instrument. The band plays for athletic games and other entertainments. The orchestra furnishes music for the various school functions. Anyone who plays an instrument is eligible to membership.

The following instruments are furnished to members of the band and orchestra: Four violins, two violas, three violincellos, one double bass, three clarionets, one flute, one piccolo, one oboe, three cornets, three E flat horns, two E flat basses, two trombones, one baritone and a set of drums. Those having instruments are requested to bring them. Practice two hours each week.

14. Piano.

Hand position; training individual muscles and control piano movement. Instruction books according to individual needs, such as Beyer, Kohler, Mathews and Landon.

Technical exercises, Rossomandi I and II. Studies by Streabbog Op. 63-64, Burgmuller Op. 100, Gurlitt Op. 101, Duvernoy Op. 120, Kohler Op. 50, Doring Op. 8. Easy pieces by good composers.

Further development of the technique, using Rossomandi No. III and IV. Etudes by Le Couppey Op. 20-26. Bertini Op. 100, Sonatinas by Clementi. Easy sonatas by Haydn and Mozart, Czerny; Octave studies, Lemoine Op. 37. Heller Op. 46-47. Loeschhorn Op. 66.

Bach's Little Preludes. Composition by Mendelssohn, Shubert, Reinecke, Schytte, Scharwenke, Bohm, Grieg and others.

For credit see the Special Music Course, page 53.

15. Voice.

Correct breathing and correct position in singing and chest development are the foundation of voice building. The method used is the correct placing of the voice so the pupil can produce with ease and firmness an even quality of all tones. Quality and clearness and beauty of tone are the chief ends taught in our vocal study. With the pure tone the tenderest as well as the most heroic sentiment can be expressed. This will include the study and interpretation of songs and ballads chosen from the world's best literature and oratorio work. Text: Behnke and Pearce, Sieber, Concone, Lamperti, Garcia, Shakespeare and Marchesi. For credit see Special Music Course, page 53.

Note: Tuition for private lessons in piano, violin, voice and cornet or any brass instrument, two lessons per week for twelve weeks, $12.00, or 50 cents per lesson. Practice on piano, one hour per day for twelve weeks, $2.25.

PHYSICAL EDUCATION

DR. ALLEN, MISS VEITCH.

The aims of this department are to enable the students of the school "to live at their best," to aid them in the formation of habits of hygienic living, and to qualify them with the necessary knowledge of how to make the schoolroom a place of normal and symmetrical growth, rather than a means of breeding disease and detroying vitality. It is urged that every teacher should have a keen and intelligent appreciation of the means necessary to preserve the health and foster the growth of those entrusted by the state to his care.

MEN'S DEPARTMENT

Two new courses are offered by the Physical Department—Anatomy, and Theory of Games and Athletics A large number of requests are received asking for teachers who are fitted to teach and coach competitive games. It is with this idea in mind that these new courses are presented.

1 Anatomy.....3 terms, 7½ hours

This course is designed to give to the student the structure of the bony framework of the body and its articulation; and the function, origin, insertion, nerve and blood supply of the muscles. The vital organs of the body are studied from a "regional" standpoint so that the student can obtain the proper knowledge as to poise and carriage affecting the thoracic cavities, allowing a freedom or restriction, as the case may be.

The "body as a machine" is carefully stressed, and a thorough

study made of the joints of the body, including the synovial membranes and ligaments, with special attention to those most likely to be injured in athletic contests, such as the knee, ankle and shoulder. A careful study of the "flat foot" is made. Clinics to demonstrate these points will be held twice a week.

2. Theory of Games and Athletics.....2 terms, 5 hours

This course is designed to give the student some of the psychological principles governing the play of animals and the play of man. The modern physical director must understand the intimate relationship existing between body and mind. He must be familiar with gymnastics, athletics, games, sports, etc. He must also be able to prescribe corrective and remedial exercises to those needing such. He must have a clear and practical knowledge of "first aid to the injured" methods; and he must be able to make thorough and intelligent examinations of heart, lungs and other organs.

A physical examination, if desired, is given each student before entering any term or enrollment in any class. The measurements taken and tests given have each a definite purpose indicative of the muscular condition of the individual. A diagnosis is also made of the vital organs to ascertain the functional condition of those organs, and a complete inspection of the whole body is made to detect any weakness or deformity that may exist. Based upon the information thus obtained, advice is given and suitable exercise prescribed. Each student may secure a copy of his measurements and the anthropometric chart showing in a graphic form his development as compared with that of the average or typical man.

GYMNASTICS.

During the winter term the work is indoors. It consists of light and heavy gymnastics, which are selected with a view to progression and suitability to pupils of grammar and high school grades.

MILITARY MARCHING.

Preparedness is emphasized the country over, and in training young men in the fundamentals of marching and discipline, success in battle, the ultimate object of all military training, is assured. A modified form of the military and the German system is used for convenience in handling classes and for disciplinary value.

LIGHT APPARATUS

Such as Indian clubs, dumb-bells, wands bar bells, etc.

HEAVY APPARATUS

Graded exercises are given on parallel bars, vaulting bars, bounce board and mat, side and long horses, high and low horizontal bars, traveling and flying rings, etc.

The Dockery Gymnasium

INDOOR ATHLETICS

Instruction will be given in all indoor track events preparatory for indoor track meets. Preliminary practice is begun for outdoor work.

GAMES

Including basket ball, indoor baseball, bowling, also other games of more recreative nature.

ATHLETICS.

"Every man in some form of athletics" will be the slogan of the athletic department. Class games in the major sports will be encouraged. For those who are unable to participate in the more strenuous sports games of a milder nature will be used. Volley ball leagues and tennis tournaments will be supervised. Soccer will be taken up and its virtues elaborated upon. Special and specific individual prescription of exercises will be given those needing same.

In the fall and spring terms the courses in the gymnasium are supplemented by instruction in outdoor athletics. Individuals are assigned to the kind of work best suited for them. Attendance is compulsory and the regular credit for Physical Training is given.

In the fall the following sports are offered:

Football, track and field events, lawn tennis. and outdoor basket ball.

In the spring baseball, track and field work, lawn tennis, etc., are offered.

Cross-country running is encouraged throughout the year. Natural exercise in the open air takes precedence of all other forms of exercise.

Three days per week will be regarded as full time for physical work. Regulation uniforms to all "Varsity" first teams in football, basket ball and baseball. All members of these various teams, except football, must furnish their own shoes.

Days unfit for outdoor work will be given to discussion of rules and conferences on the organization and management of sports.

WOMEN'S DEPARTMENT

Systematic work will be given for the physical development of students during the course, and to prepare them for teaching physical training to their pupils.

The main objects of the training for women are the acquiring and maintaining of good health, and the producing of a good physical foundation for mental activity. The work is adapted to the development of girls, and such exercises as are promotive of health, grace and self-control are sought for rather than heavy gymnastics.

Students are required to have a physical examination which is sufficiently thorough to give a definite knowledge of weaknesses, defects or special needs; and upon such examinations the exercises prescribed are based.

1. Physical Training.

Free movements, corrective exercises, balance beam, star-ball and school desk exercises. An effort is made to familiarize the student with a varied list of games and plays suitable for indoor and outdoor use, both for their own development on the playside and for use in teaching.

2. Physical Training.

Wands, bar bells, dumb-bells, grace hoops, hand rings and bounding balls; military marching, figure marching, fancy steps and folk dances. Presupposes Course 1.

When a student has completed Courses 1 and 2, she may elect from the following courses:

3. Physical Training.

Indian clubs, wands, dumb-bells, basket ball, volley ball, and the easier forms of horse, buck and ladder work. Presupposes Courses 1 and 2.

4. Games.

Lawn tennis, field hockey and cross-country walking are offered. Basket ball, baseball, hand ball, volley ball and soccer are given throughout the year, and are especially desirable for those fitting themselves to be high school teachers or principals.

5. Folk Dancing and Aesthetic Dancing.

The range in character of this course is from the simplest song plays and rhythm through the elementary artistic steps to the more difficult folk dances of various nations. The course aims at recreation, improved carriage and co-ordination. Presupposes Courses 1 and 2.

6. Tennis.

An effort is made to familiarize students with the rudiments of the game.

7 Teachers' Courses in Physical Education.

This work is given through lectures and discussions. The chief aims are, to give the students an intelligent knowledge of the physical needs of school children, the object of physical work for them, and the methods of accomplishing it.

In order that all students may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

Topics considered are as follows:

Formal Gymnastics. (a) Tactics, purpose in the day's lesson, theory of different evolutions, methods of teaching. (b) Free work (educational, hygienic, corrective); educational free work, the ways and means of educating the body to obey the commands of the will; (c) hygienic work, the effects of exercise in children, respiration and digestion; (d) corrective work for the common deformities found among school children.

Informal Gymnastics, or Play. Under this head is considered the means of teaching Gymnastics in all grades, at least, in an informal way, through games. In order that all students may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

CREDIT IN PHYSICAL TRAINING

All students are required to take Physical Training three hours a week during half as many terms as they are enrolled and in attendance, provided that candidates for the Rural Certificate and the Regents' Certificate must present not less than two terms, and that candidates for the Diplomas not less than three terms, and provided, further, that not more than two-thirds of a unit of credit may be offered for graduation.

One-ninth of a unit credit is given for one term's work in the Elementary Course and one and one-fourth hours is the measure of a year's work in the Advanced Course.

GYMNASIUM UNIFORMS

Regulation uniforms are required of all classes in Physical Training. Students are advised not to procure these uniforms until after their arrival at school.

Regulation uniforms for girls are black serge bloomers, white tennis shoes and a white middy blouse.

ENROLLMENT FOR THE YEAR

June, 1915, to June, 1916.

Number of different students attending the Normal School	1,848
Number of different students attending the Training School	342
Number of students taking correspondence-study work	122
Number of students in extension work	33
Total number served	2,344

MISCELLANEOUS STATISTICS

Scholastic Year 1915-1916.

Number of 120-hour Diplomas issued	8
Number of 90-hour Diplomas issued	25
Number of 60-hour Diplomas issued	205
Number of Regents' Certificates issued	142
Number of Rural School Certificates recommended for issue	60
Number of Regents' Certificates reissued	64
Number of Rural Certificates recommended for reissue	21
Total number issued for the year	525
Whole number of diplomas issued since organization	2,627
Whole number of certificates issued since the organization	4,096
Total number of certificates and diplomas	6,723

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